

UBEA
Business Education

Forum

JANUARY, 1957
VOL. XI, NO. 4

UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

- NEWS OF UBEA AND THE AFFILIATED ASSOCIATIONS
 - OFFICE STANDARDS
 - TEACHING AIDS
- SHORTHAND • GENERAL CLERICAL
- TYPEWRITING • BASIC BUSINESS
- BOOKKEEPING • DISTRIBUTIVE OCCUPATIONS
- THE FUTURE BUSINESS LEADER

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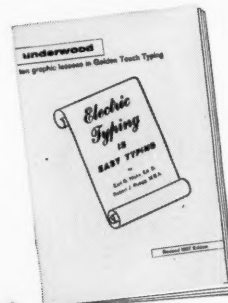
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

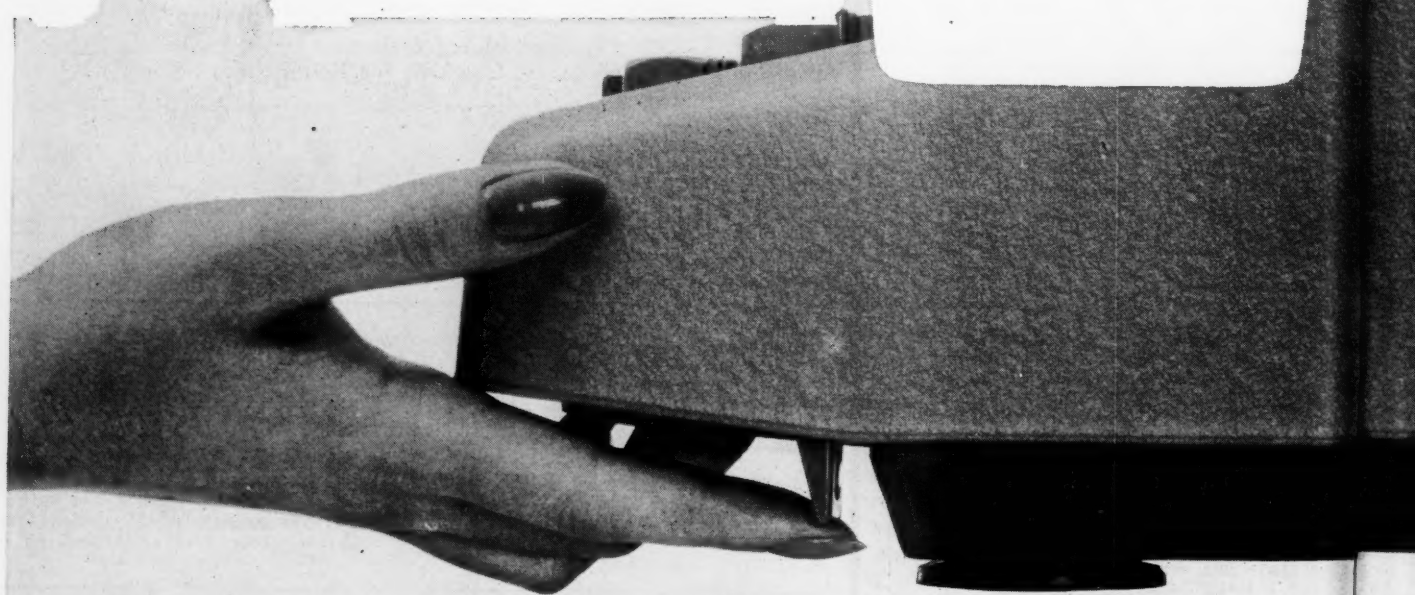
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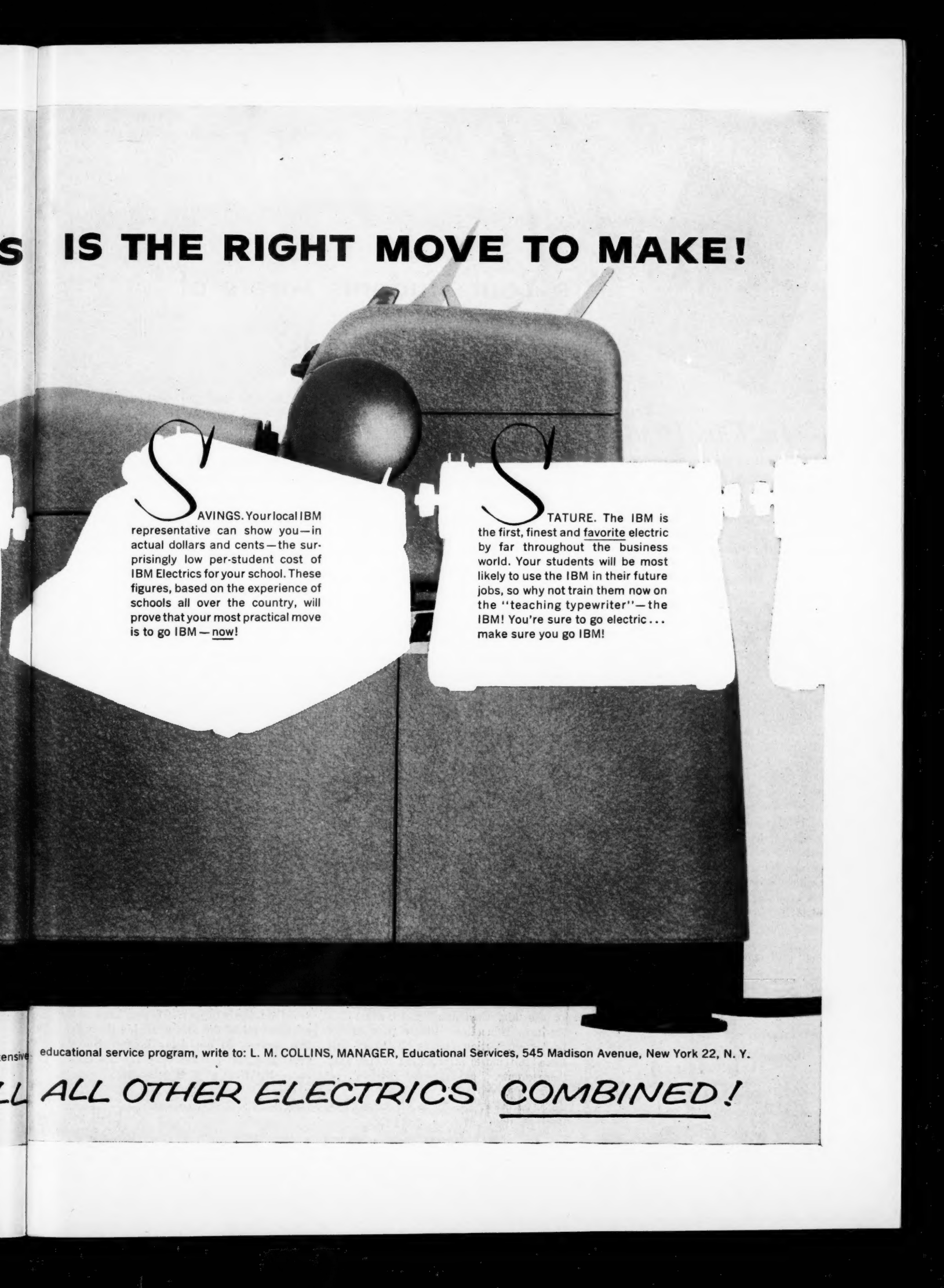


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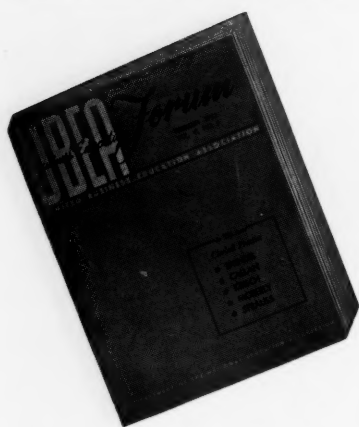
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Are Your Students Aware of Office Standards?

In This Issue

► The Feature Section (pages 9-19) of this issue was planned to show business teachers how business approaches the problem of production standards for several specific office operations. It should be noted that some of the standards in these articles are peculiar to one office but they can be used as guides or signposts for business teachers to set up standards, not only in these specific areas but the principles can be applied to other areas as well. The articles in this issue, written by outstanding authorities, are full of ideas which should prove stimulating and useful.

► One way to improve classroom instruction is to offer methods that are unique, interesting, and workable. A special feature of this issue is the presentation of teaching aids in the Services Section (pages 21-34). You will want to read each of the articles regardless of the subject you teach.

The Bureau of Old-Age and Survivors Insurance has an excellent kit of informational material as a teaching aid on social security. It contains wall charts, problem sheets, and pamphlets. Space is not available in this issue to describe the kit. It is available from the social security office in your district. The address may be located through the listing at your post office.

► Your UBEA editors, officers, and representatives are looking forward to see-

Editor: Office Standards Forum
VERN A. FRISCH
New Rochelle High School
New Rochelle, New York

DO YOU HAVE a definite outline of specific skill and personal standards for your business department and for each of your business classes? Are your students fully aware of these standards? Are there short-range goals of achievement so that the students will have a feeling of accomplishment from time to time? (This does not mean low standards.) Is there a clear-cut, long-range plan of standards that will hold student interest and increase his efforts?

In business education, (1) the primary objective of the use of standards should be to increase student effort and achievement, and (2) the ultimate objective is to prepare students to meet business standards so far as possible under classroom conditions.

There is an apparent lack of agreement regarding many specific business and educational standards in office operations and in educational training. Standards are not universal in business offices. Even in traditional skills such as shorthand and typewriting, there is not complete agreement regarding standards, simply because there are so many periphery skills and personal traits that contribute to the success of a good secretary. In hiring people, businessmen are not concerned with high skill standards alone; they are concerned also with the personal traits of the individual.

If a teacher has never experienced the effect of a system of standards and awards upon his students, he should give it a fair trial. The standards may not be the same as business—some may be lower; others higher. In any case, the primary objective of standards—"to increase student effort and achievement" must be paramount in the plan.

The plea here is that schools use the known business standards as guides and set up their own standards, now, for all office training—billing, filing, checking, typewriting, handwriting, machine posting, adding and calculating machines, machine transcription, shorthand, and many other operations. Once such a program is started, it will develop and result in better trained students and better teaching.

(Please turn to page 10)

ing you in Chicago at the February meeting of the UBEA Divisions and in Dallas at the big Centennial Celebration for Business Education. Please turn to the In-Action Section (pages 35-41) of this issue for more information concerning these events.

► UBEA members are urged to make full use of the Clip 'n Mail service provided on the wrapper. If you have not acquired all of the aids available through this service, do not delay longer. Some real "nuggets" are available for the asking.—H.P.G.

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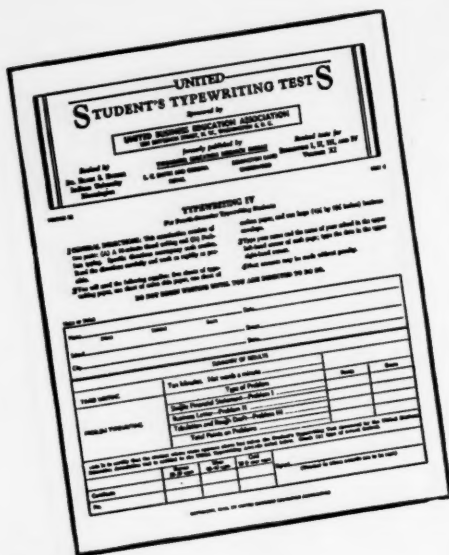
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THE Forum

Production Standards Required in Filing General Correspondence

More and more colleges are adding courses in records management to the curriculum to provide a proper academic background for their work.

By DOROTHY E. KNIGHT
Records Administrator
Lever Brothers Company
New York, New York

THE REVOLUTIONARY 20TH CENTURY has transformed the life and habits of every American with a steady stream of innovations and advancements. Dramatic developments are recorded constantly in the fields of medicine, science, engineering, industrial production, foreign relations, and business organization to mention a few. Many of these broad fields appear totally unrelated, but there is at least one common denominator running through each one. The significance of each milestone or event must be reflected or recorded in records, whether it concerns the momentous discovery of the Salk vaccine to remove the dread of infantile paralysis, or a new atomic-powered vessel which can circumnavigate the globe without refueling.

Few people realize that record keeping can open the door to participation in the fields in which they are most deeply interested. Through the record keeper's hands flows the life-stream of business—records telling a story more factual than any textbook, more exciting than any novel. From this pageantry of documented evidence, unfolding day by day, a vast amount of knowledge can be gained. Few positions present the challenge and are as rewarding as that of the record keeper. By making facts easily available, the record keeper plays no small part in the accomplishments of today.

JOB DESCRIPTION. A job description that clearly outlines the functions and responsibilities of a specific job is essential to direct the qualified worker toward the right job, while setting a standard for effective work performance. For example, at Lever Brothers Company the following job description outlines the duties of a General Correspondence Records Clerk:

1. To maintain subject files by
 - a. Reading, classifying, and filing incoming materials

- b. Revising or establishing new classifications as necessary
 - c. Cross-referencing incoming material to related records
 - d. Typewriting labels and preparing folders and guides for proper indexing
 - e. Periodically reviewing, weeding out, and transferring inactive records to storage.
2. To maintain records including
 - a. A cross reference card index
 - b. A charge out record of all materials removed from the files.
 - c. A weekly report of processed pieces.
3. To provide a look-up service in the files as requested.

JOB TRAINING. Experience at Lever Brothers has shown that on-the-job training produces the best results. It is difficult to secure the services of records personnel who are properly prepared in modern file practice. As Mark Twain once said, "Training is everything; the peach was once a bitter almond; cauliflower is nothing but cabbage with a college education."

Basic on-the-job training begins with the assignment of new personnel to a supervised file unit. Here, personnel is taught modern file maintenance—sorting, filing, charge-out procedure, the preparation of folders, guides, and the like. Proven ability over a period of time assures eligibility for the next step—assignment to a general correspondence file.

General correspondence files usually consist of records filed in an alphabetic arrangement of names, either of persons, organizations, places, things, or subjects. General correspondence records clerks must be given additional instruction in subject classification. At Lever Brothers, a card index is provided for the classification of subject material. This index, containing the titles of all classifications and reference to related classifications, serves as an aid to standardization. A manual of file procedure is also provided to assure continued uniform file maintenance.

EDITOR'S NOTE: Miss Knight writes with authority in filing. She was instrumental in planning and setting up the filing system for all the national and foreign United States Air Force bases during World War II.

"Few positions present the challenge and are as rewarding as that of the record keeper."

FILE PROCEDURE. This is a brief outline of the file procedures followed in general correspondence file operation:

1. Record Inspection
 - a. Examine papers to be filed for mark or stamp authorizing release to file
 - b. Ascertain that attachments are related to covering paper
 - c. Remove pins, clips, and excess staples.
2. Record Classification
 - a. Read or scan papers to determine correct filing caption
 - b. Underscore caption in colored pencil. If subject does not appear in body of record, pencil it in upper right corner.
3. Cross Reference
 - a. Classify and file correspondence covering more than one subject under major caption
 - b. Prepare cross reference sheet for other subject to which reference may be made
 - c. Classify and file cross reference sheet under subject cross referenced so that material may be located through either avenue of approach.
4. Sorting
 - a. Sort records to be filed into required filing order by caption underscored or marked on the record
 - b. Sort promptly for ready reference
 - c. Accumulate records in sorting device so that they may be filed in a group, once or twice a day.
5. Filing Operation
 - a. Have accessories such as a filing stool and staples handy when ready to insert new material in file
 - b. Lift related folder, when filing, by its side half-way out of drawer, tilt at an angle and insert new paper in date order, latest date in front
 - c. Check each record with folder contents for same subject to prevent mis-filing
 - d. Keep folders and guides in alignment in file drawer
 - e. Tamp papers down in folders to prevent curling
 - f. Collect, sort, and file daily to prevent backlogging.
6. Charge Out
 - a. Substitute a charge-out card for material loaned from file. Charge-out card should show subject and date of material withdrawn, person issued to, and date issued.
 - b. Audit periodically and follow-up for return, all records charged out of file to insure against loss or misplacement
 - c. File promptly material previously loaned from file and returned for refiling to assure complete file reference at all times.

PRODUCTION STANDARDS. It is difficult to measure production standards required in filing general correspondence. Statistics vary for sorting and filing records, depending on the degree of difficulty in indexing, cross referencing, and filing.

For example, standards for two general correspondence files in the same company may vary according to the nature of the material to be filed:

1. General Correspondence File (consisting of 50 per cent subject and 50 per cent name records). Average for one clerk each (marking, sorting, filing together with look-ups), 800 pieces in a 7-hour day.
2. General Correspondence File (consisting of 85 per cent subject and 15 per cent name records). Average for one clerk each (marking, sorting, filing together with look-ups), 560 pieces in a 7-hour day.

In contrast, 100 per cent name material can be sorted and filed as separate operations as follows:

Pieces sorted in a 7-hour day—3,000
Pieces filed in a 7-hour day—1,200

SUMMARY. With the science of record keeping playing an increasingly important role in modern business, there is a growing demand for trained personnel. More and more colleges are adding courses in records management to their curriculums to provide a proper academic background for this work.

The importance of record keeping is further accentuated by recently compiled statistics which show that the cost of maintaining business records today represents 10 per cent to 40 per cent of the total sales and administrative costs of American industry.

Business depends on records for vital facts and information. Business cannot function without record keepers who can make these facts easily available. There is no doubt that the field is wide open for promising careers in records work.

Editorial

(Continued from page 6)

Many business teachers discuss standards and read articles about them, but do not apply them in the classroom. There is the hope that someone will say, "Use these standards." It is the responsibility of each business teacher to establish reasonable and attainable goals for his students.

It is the school's responsibility to: (1) use standards for common areas of skill that are comparable to those in business, (2) set up standards for special areas, and (3) make possible the personal development of students.—VERN FRISCH, *Issue Editor*

"An effective unit control system may be established through the classification and segregation of merchandise."

Production Standards Required in Stock Record Work

The variables which must be considered before attainable production standards can be set are numerous and complex.

By NORMAN R. HOPKINS
Unit Control Manager, Vermont Store
Sears, Roebuck and Company
Los Angeles, California

THE KEEPING OF ACCURATE and complete records relative to the ordering, receipt, and disbursement of merchandise in a retail department store operation is of paramount importance. Over-stocks, out-of-stocks, or mark-downs resulting from obsolescence or changing market conditions, excessive interest charges, and excessive tax on inventory, all result from poor record keeping.

Initially, as merchandise is ordered, a control must be established preventing duplicate orders from being placed and permitting easy accessibility to on-order information. An effective unit control system may be established through the classification and segregation of merchandise in departments or divisions, by grouping according to description or end use, by price lining, and the assignment of stock numbers to each separate stock keeping unit. Within the Automotive Department, for example, we could have a separate section or category on cleaners and polishes. A further breakdown might be liquid polish. Several brand names in several sizes might well be carried under this sub-heading requiring fifty or more separate stock numbers. If the department is assigned a number or letter of identification, as well as a section or category, and the page number and stock number are used, we have then devised a system which is relatively foolproof in its operation.

1. A department buyer or his authorized assistant indicates in the merchandise books the items and quantities to be ordered.
2. A stock record clerk actually writes or types the order for merchandise on a pre-printed multiple order form. Information which must be shown for stock record keeping purposes is as follows:
 - a. Date of order
 - b. Date merchandise is needed in the store
 - c. Division or department into which merchandise is to be received
 - d. Book number in which merchandise is controlled
 - e. Category or section within the book
 - f. Page number within the section
 - g. Stock number of the item
 - h. Size, color, weight, and any other necessary information.
3. The original copy of order is mailed to the resource vending the merchandise. At least one copy of the order is retained in the store on-order file pending receipt of merchandise.

4. Upon receipt of goods, quantities are checked, then merchandise is marked and sent to selling floor or reserve stock areas. If two copies of order are available, one may be used as control copy against invoice to be paid and the other may be sent to stock record office. Regardless of system or number of copies of order available, at least one copy of the order must eventually reach the stock record office.
5. Stock record clerk will indicate quantities received in merchandise books and stamp or initial order to show that it has been properly handled.

Repetition of the stock record keeping process through several order-receipt cycles will soon disclose the optimum number of items to be assigned to each stock record clerk. Since there are a great many more variables than will usually be found on a factory production line, the usual time and motion study methods must be altered considerably to be made effective.

If the foregoing procedures are followed rather closely and if the working conditions approximate those found in the average large retail chain department store organization, then the stock record clerk should be expected to handle from 4000 to 6000 stock keeping units on a once a month order interval basis. Caution must be exercised in the establishment of production standards to the end that reasonable accuracy be weighed more heavily than number of units controlled.

The variables which must be considered before attainable production standards can be set are too numerous and complex to list completely in an article of this length. The list which follows will suggest just a few of the more important factors.

1. Number of hours worked each day and week by the stock record clerk.
2. Are the multiple order forms used pre-printed insofar as possible or must much of the information be handwritten or typed?
3. Does the stock record clerk do his own filing or do the completed papers accumulate on his desk to be picked up periodically and filed by a filing clerk?
4. Are the merchandise control books of a convenient, easily handled size readily accessible to the stock record clerk?
5. Are changes in information which will inevitably occur in the merchandise control books made by the stock record clerk or by a person specifically assigned to this task?
6. Is the stock record clerk assigned to record keeping only or must he also open mail, answer the telephone, look up record information for the buyers, or perform other duties?

"The job-seeking graduate needs an analytical and methodical mind which can keep alert though his work is laborious."

7. Does management attach sufficient importance to the operation to permit upgrading of personnel until greatest possible efficiency is attained?

If a careful study is made of each of the foregoing and all other factors affecting individual stock record clerk output, then a reasonable, attainable production standard can be determined.

IN CONCLUSION. Efficient inventory control is assuming greater importance in the retail department store field as competition becomes progressively keener. To

make a satisfactory profit for its owners, the modern department store must establish and maintain stock control record methods which are accurate, readily accessible, and inexpensive to operate. The cycle of ordering merchandise, receipt, marking, and delivering of goods to selling floor, sale and removal of merchandise from the store, counting of remaining stocks, and reordering of proper quantities to maintain inventory balance must move smoothly and rapidly to insure maximum turnover and minimum dollar investment in merchandise.

Standards Required in Clerical Checking

By MAYO A. HARVEY
General Foods Corporation
White Plains, New York

CLERICAL CHECKING in an office can be a job in itself, but more often it is part of other jobs. Insurance companies or banks, for example, might have employees whose sole duty is to check figures or names. But in most companies the checking of records, mailings, and lists is only part of a clerk's duties.

Some companies, no doubt, use production standards to measure the performance of jobs in which clerical checking is important. But, in the education of pupils who plan to go into clerical work, I believe it is accurate to say that the consideration of production standards is of minor importance compared to the consideration of other factors.

ABILITIES NEEDED IN CHECKING. If a job-seeking graduate is proficient in reading, writing, and mathematics, and possesses good character, he can handle any non-specialized clerical job. He does, however, need certain special abilities to perform clerical checking work well. He needs an analytical and methodical mind which can keep alert though his work may be laborious. He must have good powers of concentration. He must be conscientious enough not to be discouraged by routine or arduous tasks. The study of mathematics is a good way to develop such powers, particularly the study of business mathematics, business practices, bookkeeping, and accounting.

TESTING. At General Foods we have found that measuring a person's ability to check clerical data quickly and accurately is a good test of his ability to handle normal clerical assignments. We use an employment test to measure word meanings, arithmetic, and clerical checking. The results of the tests are important in judging the applicant but not necessarily conclusive; for example, the applicant may have been under nervous tension during the test. Most employment officers use tests only as a rough guide.

PERSONAL CHARACTERISTICS. Personnel directors of more than two hundred large companies recently were asked what personal characteristics they rate most important in selecting general business trainees. The answers are significant since they apply to applicants for every clerical job. First place was given to character with 66 votes; the other qualities were: growth potential, 46; personality, 41; attitude, 39; intelligence, 29; appearance, 3; and health, 3.

It is important to define what is meant by good character. I can best do so by mentioning some of the points we look for and encourage in General Foods employees. Loyalty to the company is primary. Loyalty includes speaking with respect of one's company to outsiders, keeping company secrets, and obeying all company policies and rules.

An individual's conduct on the job should reveal a cooperative attitude. Whether one is a beginner or a department head, a smile goes a long way. The ability to adapt one's personal interests to whatever tasks arise, and to be cheerful about it, is a desired trait.

We want an employee who can conduct himself—both during and after office hours—as a credit to his company. He should have integrity in his work, keep his promises, and develop friendship. He should be well groomed and dress in good taste. He should observe rules of good health.

Loyalty to the company and a cooperative, agreeable attitude are much more important in business than skill at checking numbers.

If high school graduates are well grounded in the basic subjects of business, including English and mathematics; if they are of good character and have enthusiasm and drive, they will perform well on any beginning clerical job and can look forward to rapid advancement.

"Most typists are wanting in the simplest essential tools of the trade—accuracy and speed in typewriting."

Production Standards Required in Billing Invoices

The rank of billing typist is one of the top positions for a person who has had typewriting and general clerical training.

By JOAN SIVINSKI
New York State College for Teachers
Albany, New York

THERE IS AN AMAZING VARIETY of billing practices used in business. Each office has its own forms and customs; however, the basic billing procedure is common to all. Once familiar with it, a typist can adapt himself to the highly specialized forms found in each office.

It is helpful to a typist if he has had some practice in production typewriting. Production typewriting has at least three different but related meanings. To some it means any type of office style typewriting—almost anything besides typewriting speed development work. To others it has a further connotation; it means also the production of a quantity of office style materials. And to still others it means, in addition to the first two, the production of quality office-style work.

Usually an employer seeks an applicant for a billing typist position who has both the knowledge and understanding of the company's billing procedure and who also can do quantity and quality production typewriting. Because of these requirements, a billing typist position is almost always an advancement for a promising senior typist who has been working in the company for at least one year.

Most large companies employ high school graduates as general office workers, messengers, or file clerks. A promotional plan might be outlined as follows: Step 1—General office worker, messenger, or file clerk; Step 2—General typist or junior typist; Step 3—Senior typist; Step 4—Billing typist; and Step 5—Statistical typist. According to the foregoing plan, the rank of billing typist is one of the top positions for a person who has had typewriting and general clerical training.

INITIAL TYPEWRITING SKILL NEEDED FOR BILLING WORK. Most large companies have now set their own desired typewriting standards for employees in each position. Before a person may be given the title of either junior or senior typist, he must take certain tests and meet certain skill requirements. One large oil company uses the following standards:

EDITOR'S NOTE: Miss Sivinski has had experience in the billing department of a large oil company in New York City. Her article indicates specific standards for the typist who prepares the billing invoices.

Junior Typist—40 net wpm for 10 minutes with 85% accuracy

Senior Typist—50 net wpm for 10 minutes with 85% accuracy

Plus satisfactory grades in English and general clerical tests.

The repetitive typewriting test consists of a medium-sized letter with common business phraseology. Syllabic intensity, letter and word sequences are similar to material for timed writings in all typewriting textbooks. However, the length of time is 10 minutes, not the usual 5-minute test that is most commonly used in high school classrooms. A warm-up period is provided before the test is administered. The applicant inserts paper in the machine, and sets margins and tabulator key for paragraph indentions before the 10-minute period begins. International scoring is used with each error counting 50 gross strokes. To determine the score, start with the number of gross strokes, subtract 50 strokes for each error to determine the net strokes. Divide the net strokes by 50. The quotient will be the "net words" in speed.

According to the personnel director, any high school graduate may take the junior typist test. A graduate does not need to begin at the first step, however, most high school graduates begin at Step 1 because few beginners succeed in passing the typewriting test.

Most companies want to promote their workers as quickly as possible. Many companies do not as yet have a training program for typists or stenographers. However, most of them provide an opportunity and assistance to ambitious employees who will attend evening school to improve their typewriting and shorthand skills.

TYPEWRITING SKILL USED IN BILLING WORK. In a large company an individual will probably be expected to prepare invoices on five to ten different forms. He will need to pick up the necessary information from handwritten work sheets. Often, he will need to refer quickly to either the attached purchase order or to the attached bill of lading for the correct date of shipment, the complete description of merchandise sold, or the complete address of the buyer. Six-copy invoice forms are in common use. Consequently, most of the forms are completed on an electric typewriter.

"... a billing typist can usually complete seventy-five forms in a seven-hour day."

The billing typist will need to divide quickly and easily large sums of money into the proper digits and separate with commas. He will be required to work under extreme pressure during the rush periods of each month. Above all, he will need complete mastery of the use of the tabulator key. Proper use of this key is by far the biggest time-saver on the typewriter.

PRODUCTION STANDARDS. After three months, a billing typist can usually complete 75 forms in a 7 hour day. That means, on the average, one form can be typed in six minutes. After the typist becomes experienced, he should generally be able to complete 100 forms a day, or one form in four minutes.

These standards are based on invoices containing the name and address of the buyer, place of delivery; two

horizontal lines including such information as invoice date, invoice number, terms, shipping date and place, method of shipment, method of payment of freight charges; and at least four items that have been sold including the description, the quantity, the price, and the total amount of each item.

IN CONCLUSION. High school typists can use all the help the teacher can give them in the way of office production typewriting. Most typists, however, are wanting in the simplest essential tools of the trade—accuracy and speed in typewriting. They should strive first of all for these essential elements. Then, their skill at production typewriting and their understanding of common business forms should lead them to promotions higher up the ladder of success.

Accounts Receivable Machine Posting

By MELVIN SIEGEL
Assistant Controller, Arnold Constable
New York, New York

PRODUCTION STANDARDS required in accounts receivable machine posting is a relative matter. Actually, the number of customer statements (if that be the criterion) we expect our operators to produce in a day could be stated in the colloquial "... 25 words, or less."

However, it is not unlike the question of "How many miles a gallon should you get with your car?" Are we referring to in-city stop-and-go traffic, or are we referring to the country-open-road travel?

To answer the question of how many statements an operator should produce in a day, we likewise have a series of factors and conditions to consider. The degree of preparation of the work for the machine operators, the fluctuations in the ratio of postings to statements, and the duties included in machine posting, among other things, must be determined in order to comprehend any standard that would be offered.

METHOD OF BILLING. First, the method of billing is a primary factor. Is it "descriptive" or "non-descriptive?" Are transactions posted to each customer's account as they occur, with the new balance extended after each posting, or are the transactions accumulated throughout the month and only posted once, in a group, to each customer's account? Are the statements pre-addressed, or are the billing machine operators required to address them? In the former case, is the machine operator required to select the account to be billed and

mate it with the proper statement; or is this work done by someone else for him? Are the amounts on the posting media handwritten, or are they machine printed?

Second, are there substantial peaks and valleys in the ratio of transactions per statement at various times? Are there any other non-posting duties that the machine operators are required to perform during and as a part of the posting job?

The ideal situation is one in which an operator is not required to do any typewriting or heading up of forms. Some of the machines on the market do not have typewriter keys. Usually, those which do have typewriter keys, additional motions are required either to insert the form in one position for typewriting and to reinsert it for the proper position for the figure posting; or, to shift it to another position. Obviously there is a degree of time consumption in either routine. If the biller has to post dates for each transaction and to describe in words the item purchased, or returned, as against just posting the amounts of each transaction in columnar form (each column reserved for the type of transactions), production of bills each day can be adversely affected to a considerable extent. In those cases where statements are pre-addressed it is preferable to have a clerk collate statements and posting media with the account record, rather than have the biller do so, because the latter method could conceivably slow down machine posting as much as 20 per cent or more. Machine printed amounts on posting media would be a boon to the op-

"Proper working conditions, with respect to efficient lighting and ventilation, are prerequisites to all machine jobs."

erators but, in the case of retail stores, for example, until 100 per cent of the documents are machine processed at the point of origin, reading and deciphering the figure writing of many hundreds of salespeople will contribute substantially to a lesser rate of production than the operators' true capacity.

Finally, production standards must be geared to include a tolerance for any substantial variances in the ratio of transactions to statements. In some retail stores, records will reveal that during their peak season there could be an increase of as much as 70 per cent or more in transactions, while there is perhaps only about a 10 or 11 per cent increase in statements required as compared with non-peak periods.

RATE OF PRODUCTION. For this reason the number of statements produced by a machine operator in a day or a week is neither the best nor the only yardstick to use. Obviously the number of actual accurate postings should be the better guide. At this point we must consider an altogether too frequently overlooked factor—the machine operator himself. One with the greatest speed and production, but with a high proportion of errors, is obviously no more valuable than the somewhat slower but more accurate operator.

Some companies set quotas for operators on an incentive basis, and include penalties for errors. These operators may be required to find and correct their errors.

NOTE: My own belief is that balancing, and time-consuming checking for errors should not be permitted to interfere with the prime function of posting. Consequently, the task of checking should be assigned to a comparatively less expensive control clerk.

It goes without saying, of course, that proper working conditions, with respect to efficient lighting and ventilation, are prerequisites to all machine jobs. Parsimony in this area can only result in reduced operator efficiency and would be a typical case of "penny-wise but pound-foolish."

By restricting the operator's duties as much as possible, to just machine posting and after weighing the other several factors, it may fairly be expected that during our peak billing period an experienced operator must produce approximately 900 statements, with approximately 2500 postings a day. During the other months he should be able to produce 1000 to 1100 statements daily with the same approximate number of postings.

The machines, the methods, the forms, the degree of preparation of the posting media, the degree of work other than posting that may be required, the proper and sufficient training, the constant supervision, the experience of the operator, and the working conditions are important factors which, in combination, make for good or poor production.

Production Standards Required for Operating Key Punch Machine for Payroll

By ANNA WEBER
Ward Leonard Electric Company
Mount Vernon, New York

THERE ARE PROBABLY as many production standards for keypunching of payroll cards as there are industries that use punched card equipment for payroll accounting.

In spite of this, however, valid standards or guides can be set up to measure acceptable performance rates. One approach to the problem is to take the theoretical rate of 10,000 key-strokes an hour and compare this to actual output. Let us follow a typical payroll set-up.

*Miss Weber is employed as supervisor of the Tabulating Department at Leonard Electric Company, where she installed the punched card system eight years ago.

Job Description

The keypunching required for a payroll application will vary among companies depending upon such factors as: (1) Type of industry; (2) Pay period (hourly, weekly, monthly); (3) Day work or piece work. The requirements will also vary with what use or uses will be made of the payroll card. Will the information be used for labor reports as well as payroll? Will it be used for job analysis and attendance records?

However, there are certain basic requirements for the average payroll. For purposes of setting forth production standards we will consider a factory payroll appli-

"Hourly standards to be meaningful must be co-related over a long enough time span."

cation where the employees are to be paid on an hourly rate. The cards will be used for purposes of job analysis as well as payroll.

For such an application two basic cards (master payroll and job card) would be required. The master payroll card would contain the employee's name, number, social security number, department, hourly rate, and marital status. This card would be keypunched only when changes such as department or rate are made in the status of the employee. The other card required would be the job card. There would be as many cards a week for each employee as jobs he had performed. This card would contain:

| Information | Number of Columns To Be Punched |
|----------------------------|------------------------------------|
| 1. Employee number | 4 |
| 2. Department | 3 |
| 3. Job number | 4 |
| 4. Quantity produced | 6 |
| 5. Hours worked | 4 |
| 6. Date | 4 |

Such a card would contain approximately 25 columns of information to be keypunched. The source document for the job cards could be a time sheet or individual cards which would be written by the timekeepers. The procedure used follows:

1. After the basic document, card or time sheet is received by keypunch department some type of control is normally maintained (number of documents received to correspond to number of documents released.) If cards are used as a source document, these can be sequenced in groups of a hundred. This method will also furnish a convenient batch or work group for the operator. Thus, the work is assigned in units of 100. This makes the maintenance of production records relatively easy.

2. The keypunch operator would punch the 25 holes a card as described above.

3. This same batch of work would then be given to a verifier operator who would repeat the operation.

Production Standards

The machine manufacturer estimates of keypunch time is 10,000 key strokes or holes an hour. This would break down roughly to:

| Number of Punches a Card | Cards an Hour |
|--------------------------|---------------|
| 10 | 1000 |
| 30 | 333 |
| 50 | 200 |
| 70 | 143 |

This is strictly theoretical and from a practical point of view it must be colored by many factors such as legibility of source document, lighting, condition of keypunch

equipment, and the like. Also, hourly standards to be meaningful must be co-related over a long enough time span. None of us can maintain the same peak of efficiency every day and, likewise, every operator will have days when production will vary. Then, too, an operator who can keypunch 300 cards an hour, but spends two hours a day away from the machine will not produce as much work as her co-worker who can punch only 275 cards an hour but spends one hour away from the machine. A more practical standard then would be cards punched a day. For an 8-hour working day an operator who punches approximately 25 columns should produce 2560 to 3200 cards a day. From actual production records we can evolve these figures:

| Columns Each Card | Theoretical Hour | Day | Actual Acceptable Production Figures a Day | |
|----------------------|---------------------|------|---|------|
| | | | High | Low |
| 6-15 | 1000 | 8000 | 8400 | 6600 |
| 16-25 | 500 | 4000 | 4736 | 3648 |
| 26-35 | 333 | 2664 | 2931 | 2238 |
| 36-45 | 250 | 2000 | 2231 | 1800 |
| 46-55 | 200 | 1600 | 1669 | 1312 |
| 56-65 | 167 | 1336 | 1472 | 1104 |
| 66-75 | 143 | 1144 | 1372 | 1054 |

From these figures, it is apparent that while the payroll card itself can vary greatly as to content, ultimate usage, and even source information, the actual production rates can be defined within a fairly narrow range. There will always be factors which will influence day to day output. In general, the following will tend to vary this rate:

1. The greater the amount of repetitive information, the greater the output.
2. The greater the legibility of the source document, the greater the output.
3. The closer the sequence of information to be punched is to the sequence of this information on the source document, the greater the output.
4. The greater the variety of card forms (which call for changes in program cards) the smaller the output.
5. The greater the variety of information (alphabetic versus numeric), the smaller the output.
6. In general numeric information is punched faster than than alphabetic.
7. In addition to the above there is the human element which is of prime importance in setting any standards.

A good practical approach to setting of production standards can be accomplished by taking actual production rates and comparing these to the theoretical rates. Where the actual rate is less than 80 per cent of the theoretical rate, it would be wise to determine the reasons.

Most operators in a group should be able to keep within this limit. If more than one or two operators fall below this theoretical rate, it is wise to check the material factors listed in this article.

"The introduction of the electronic machine provides a positive control with greater speed and accuracy."

Standards in Cash Receipts Work

Tellers must be fast and accurate so that customers may complete their business without delay.

By J. H. MORRISON
Manager, Personnel Department
Consolidated Edison Company of New York, Inc.
Westchester, New York

THE WESTCHESTER DIVISION of the Consolidated Edison Company of New York, Incorporated, supplies electric and gas service to the residents of Westchester's 6 cities, 14 towns, and 22 villages, and to the growing number of commercial and industrial enterprises located in all corners of its some 350 square miles. The Commercial Relations Department of Consolidated Edison reads all electric and gas meters, renders and collects bills for service, maintains records of customer's accounts, and answers inquiries and complaints. The magnitude of the job of rendering these bills and collecting them can be appreciated from the fact that each month an average of some 245,000 bills for electric and gas service are prepared representing an average of some \$4,000,000 in sales.

The company utilizes modern electronic computing and tabulating machines to compute, verify, and record these sales and to imprint bills. The machines are actuated by holes punched into 80 column punch cards which contain the data necessary for preparing and addressing the bills. A specific number is assigned to each customer's account. The account number together with the total amount of indebtedness due when the bill is prepared is pre-punched into the cash coupon of the bill. This latter operation provides the basis for a mechanized proof of cash receipts and a mechanized means of posting cash payments to the customer's account. These operations were formerly performed manually which took longer in their processing and had the inherent potential for human failure. The introduction of the electronic machine provides a positive control with greater speed and accuracy.

In order to make the payment of bills as convenient as possible, Consolidated Edison has arranged to receive payments from several sources. By far the largest number of payments are received by mail addressed to a designated Post Office box. Payments are also taken for the company, without charge to the customer, by the American Express Company and a number of local Westchester banks. There are also four District Offices of the Company in various locations in the Westchester County where payments may be made. In addition, a small number of payments are collected as a result of collection calls upon customers whose accounts are delinquent.

The following is a breakdown of the number of bills paid in a typical month:

| Source | Total Bills | Total Cash |
|------------------|-------------|------------|
| | Paid | Received |
| Mail (P.O. Box) | 56% | 74% |
| Banks | 20 | 12 |
| District Offices | 18 | 9 |
| American Express | 4 | 2 |
| Collectors | 2 | 3 |

Industrial, commercial, and municipal customers, as well as many of our residential customers pay bills by checks mailed to the Company's Post Office Box so that the amount of cash received in our District Offices rarely exceeds \$100,000 a month. Therefore, in speaking of receipts, we are dealing with two classes of employees; those in the District Offices who handle actual cash receipts and those in the Receipts Division who handle payments made by checks payable to Consolidated Edison.

DISTRICT OFFICE OPERATIONS. The function of the teller in the district office is to accept payments from customers calling at the office to pay bills. This consists of receipting the bill, detaching the cash coupon, and making change. In addition, they are frequently asked questions concerning the company's business and must be able to either answer the inquiry or direct the customer to another employee who can. The tellers must be trustworthy and reliable, must have a reasonable knowledge of the company's business, and generally have long years of service. The tellers have an average service record of 27 years. They must be fast and accurate in handling money so that customers may complete their business without delay and in order that the balancing of the cash receipts at the close of the business day can be done in a minimum of time. These cash receipts are deposited in local banks each day. The cash coupons for all payments received each day are forwarded to the Receipts Division at the general office and are included with cash coupons from other sources.

RECEIPTS DIVISION OPERATIONS. Each morning the employees in the Receipts Division receive the checks and cash coupons received in the Post Office box, the cash coupons for payments made at the District Offices and to collectors, and the cash coupons and statements

"To get each student 'to put on the shoe that fits' requires patience and a sense of humor."

received from the banks and the American Express Agencies. The checks are deposited in a local bank. The cash coupons received from all sources are then balanced and the payments are posted to the customer's account through an electronic machine operation.

Employees of the Receipts Division are young women with at least a high school education. Although the work

of the division is not of a technical or highly skilled nature, it does require unusual accuracy and is entrusted only to employees in whom the company has a high degree of confidence. Cash receipts work at Consolidated Edison, as in any other business, is no place for a novice, however, there is a wonderful opportunity for young people to grow into it.

Developing Personal Standards for Business

By MIRIAM CRESSEY
New Rochelle High School
New Rochelle, New York

"THEY ARE GOOD TYPISTS, but Jane's voice is terrible . . . Jim forgets to say "thank you" . . . Sally looks a mess . . . Jack can't get along with the other employees . . . They just aren't dependable."

These are common complaint about the personalities of our business students. Can we do something about them? In a course called "Business and Social Adjustment" at New Rochelle High School we are aiming at these five complaints by giving direct training in the following major areas: Speech, Business and Social Manners, Grooming, Applied Psychology, and Ethics. Our students first learn that they *can* improve their personalities and then they are given practice opportunities in the classroom.

Jane's Voice Is Terrible

"Susan Jones, this is Henry Weber," or "Miss Smith, this is Mr. White." The first day of school we learn how to keep a conversation going. Passing from group to group, the teacher is introduced and participates in the conversation, helping students to pick up clues from one topic to another. Students also learn to rise when being addressed to an older person.

Using two telephones borrowed from the Telephone Company, our students soon cultivate "the voice with a smile" as they make appointments, give orders, reserve a seat on a plane, or handle a complaint for their employer. At the same time they are trying, on the more formal side, to speak more slowly, with better tone, and more clearly. "Cut your words apart" is a frequent admonition. The tape recorder is useful in enabling students to hear themselves as others hear them. Formal speech-making is not a part of our course, but speech competency in an office or store is required.

Our class club makes it important to learn the rudiments of parliamentary procedure. Every student acts as a secretary and must learn to write minutes in ap-

proved style. He helps to plan social functions for the class, and expresses his opinions on many subjects.

Original skits or socio-dramas are used when we consider job applications. Illustrating "Causes of Failure on the Job," or "What the Employer Wants," small groups of students can give free rein to their creative and humorous instincts. Seeing the wrong way to deal with a customer often nails the point more effectively than constant harping on the right.

Jim Forgets To Say Thank You

Promoting graciousness in manners may sound like a Herculean task, but there are only three expressions on which we really hammer hard—*please*, *thank you*, and *excuse me*. With those our students know they will be accepted anywhere. In playing the role of receptionist each student practices what to do and what to say. Then on a rotating basis he performs this duty for the classroom, a week at a time. Actual job applications are conducted by our Placement Counselor and are held after a thorough build-up has been given in every direction—speech, manners, grooming, and the like. Two kinds of jobs are available—helpers in nine school offices and part-time workers in local stores and homes. Introduced by the receptionist, the applicant tries to merit the approval of the placement counselor and of his classmates. This is a real test of his self-confidence and poise. As an outside assignment during job applications, each student interviews an employer to find out what he expects of his employees and what complaints he has of his workers. With the five major areas of the course as criteria, the student writes and submits a report of his findings in the one or more discussions he has had with employers. Interviewing the manager of a restaurant, a boy reported the employer "wants men who will be nice to the customers as if they were his own family and will thank them as they leave."

Holding a knife and fork properly may not, on first thought, need to be taught in the business classroom, but it has often been said that table manners are a good index of one's background in general. Since social competency is our goal, we set covers at a large table, the boys seat the girls, and everything is in place except the food. Ordering from our large collection of menus, gathered from far and near, is preliminary to eating. We then go through the proper motions of a five course dinner, leaving little to the imagination. Our students know the difference between table d'hôte and à la carte and how much to tip the waiter.

Social functions outside of school hours are a necessity. In October there is a train trip to Rockefeller Center for a guided tour. This involves learning how to dress and how to act on such an occasion. Also, we catch glimpses through open office doors of some of the highest paid receptionists and secretaries in New York. In January there is a party for our friends. Special entertainment besides dancing and refreshments involves much planning, and there is abundant opportunity to demonstrate social manners which have first been practiced in the classroom. In March we serve refreshments at the regular faculty meeting, again with much practice in correct serving procedures. Cake and candy sales enable us to earn the necessary money for this project. In May a fashion show and party for the parents culminates our extra-class schedule. Each social event requires much committee work in which emphasis on personal responsibility is paramount.

A great session of letter writing follows each social event. Thank you notes are written to all adults who have helped in any way—our guides, chaperones, and electricians. Each one receives an individual letter of appreciation. All students participate in the writing, their handiwork being turned over to the class secretary who makes the final copy from the ideas submitted.

Sally Looks a Mess

That smooth, well-groomed look we wish our students to acquire is not easily taught by the direct method. In this area individual sensitiveness is constantly to be reckoned with. To get each student "to put on the shoe that fits" requires patience and a sense of humor. This year there were too many overweight girls; so we invited the school nurse to give a talk on weight control, without mentioning names, of course. The Cosmetology Department of our school gives us much help on hair styling, manicuring, make-up application, and the like. Coming into our classroom, the beauty culture students demonstrate on our students, and in return we visit their beauty salon for services at a nominal fee.

We practice posture exercises as given us by models from the Barbizon and Powers Schools. Every inch of wall space is utilized as students direct each other, in pairs: "Flatten against the wall," and the like.

Clothes begin with color—choosing the right colors and combining colors well. Style, fit, quality, and price are also important. We learn about the care of clothes and what is appropriate for every occasion. To clinch the study of clothes we give our annual fashion show and party for the parents. In the form of a little play we have developed such themes as "Seventeenth Summer," "Cinderella," and "Surprise Party." Each made use of many kinds of clothes; our girls walking gracefully to music. Narrators are chosen for their speaking ability, while lighting and staging are handled by others. Talent numbers between acts give opportunity for still others to display their abilities. Our refreshment hour after the show enables every student to make use of social graces previously learned in the classroom.

Jack Can't Get Along With Others

Getting along with co-workers, with customers, and with employers necessitates some knowledge of psychology. We study human behavior in order to learn how we become as we are so we can better understand the people with whom we work. We have arbitrarily selected topics from psychology which best suit these purposes: "Heredity and Environment," "Fears," "Conflicts," "Inferiority Complexes," and "Intelligence." We turn to psychology textbooks for information and also rely on Dale Carnegie's "How to Win Friends and Influence People." Testing Mr. Carnegie's principles on our friends and relatives gives material for class evaluation.

They Just Aren't Dependable

How often do we hear employers bemoan the lack of dependability of their workers. "If only people were honest or reliable," they say. Such complaints have inspired us to see what improvement we can bring about in our students in the realm of ethics. When asked the difference between filching some stamps from her employer or stealing one hundred dollars, one girl explained, "Wrong is wrong, as I see it." We thought first to draw up a set of questions suitable for panel discussion. (Panel discussions are good speech exercises also.) Each question elicited wide variations in convictions—from the boy whose parents collected towels from each motel occupied on a recent trip, to the girl who said she wouldn't take even a paper clip from her employer, but we had sufficient agreement to be able to formulate a set of conclusions to which the majority would subscribe.

(Please turn to page 25)

. . . realistic

. . . flexible

. . . economical

BUSINESS FILING

Second Edition

By Bassett and Agnew

The publication of the first edition of **BUSINESS FILING** set a new popular pattern for the teaching of filing. The second edition continues the same practical presentation with improvements in organization and materials. Rules for alphabetic indexing have been simplified and examples are improved and clearly outlined. Appropriate coverage is given to the four basic types of correspondence filing: alphabetic, numeric, subject, and geographic. There is also an adequate treatment of specialized types of filing systems without undue emphasis being given to any system made by a particular manufacturer.

FILING OFFICE PRACTICE (practice set) contains the boxes, guides, folders, letters, cross-reference sheets, and other materials for the student to use in getting practical experience in filing. Instructions for each job are also included in the set.

BUSINESS FILING can be used for courses of varying lengths, ranging from twenty to forty class periods.

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From Business Education Forum (Vol. I-X)

- A community resource: the guest speaker. James F. Giffin. 10:7 Jan '56
- A letter-placement approach in transcription. Harold Friedman. 9:32 Oct '54
- A plan for personality development. Gladys Peck. 9:21 Jan '55
- A plan for teaching business law. John L. Pineault. 9:12 Jan '55
- A plan for teaching retailing procedures. LeRoy J. Donaldson. 9:18 Jan '55
- A plan for teaching speed development. Robert J. Ruegg. 9:16 Jan '55
- A realistic approach to planning the bookkeeping lesson. I. David Satlow. 9:9 Jan '55
- Advance planning for modern teaching aids (editorial). Lewis R. Toll. 8:6 Jan '54
- Aids for teaching business communications beyond the textbook level. Bernice Prince Biggs. 8:27 Jan '54
- Aids for the instructor of the legal secretary. Elizabeth Pelz. 6:28 May '52
- Aids to small business. Lewis R. Toll. 5:30 Apr '51
- An overview of visual aid projections. W. Harmon Wilson. 7:7 Jan '53
- Basic business, A to Z teaching aids. Gladys Bahr. 5:11 Jan '51
- Bulletin board displays for use in teaching the business letter. Mary W. Webb. 4:9 Jan '50
- Classroom use of non-film projectors. Gordon L. Fidler and M. L. Miller. 6:28 Dec '51
- Cooperative development of the course of study. Arthur L. Walker. 8:12 Jan '54
- Community resource program that clicked. Alwin V. Miller. 5:35 Jan '51
- Coupon clipper club. Dot Davis and Robert Thompson. 10:25 Nov '55
- Demonstration as an aid in teaching business machines. Frank A. Grant. 8:27 Feb '54
- Demonstration of ribbon carriers aid ribbon change instruction. Robert J. Thompson. 10:29 Oct '55
- Devices for developing production power in typewriting. Marie Jessa. 8:30 May '54
- Do you use the blackboard in teaching typewriting? L. M. Collins. 9:26 Dec '54
- Dramatize good telephone techniques. Enrico V. Sasso. 5:24 Feb '51
- Educational role playing. Mary Bell. 7:33 Mar '53
- Effective use of modern teaching aids in bookkeeping. E. Dana Gibson. 6:16 Jan '52
- Effective use of modern teaching aids in business education. R. G. Walters. 6:9 Jan '52
- Effective use of modern teaching aids in typewriting. Sister M. Speciosa. 6:19 Jan '52
- Evaluation techniques for business arithmetic. Harry Huffman. 9:27 May '55
- Experimentation in the use of modern teaching aids. Lewis R. Toll. 6:7 Jan '52
- Films and filmstrips are "good business" for business education. J. J. McPherson. 6:30 Oct '51
- Film and filmstrip sources for business education. Dwight R. Crum. 7:19 Jan '53
- Free and inexpensive teaching aids for high schools. 3:42 Dec '48
- Free materials for basic business. Donald Zuehlke and Frank Hoffman. 9:26 Mar '55
- Free materials on investments. J. Leroy Thompson. 6:28 Nov '51
- Guidance devices in business arithmetic. Cleo P. Casady and Robert L. Thistlethwaite. 8:34 Mar '54
- How to prepare and use posters in the teaching of typewriting. Edward T. Burda. 8:27 Nov '53
- Individualizing instruction in distributive occupations with periodicals. Robert T. Stickler. 7:33 Apr '53

(Please turn to page 33)

UNITED SERVICES

MODERN TEACHING AIDS

TEACHING MATERIALS AVAILABLE FROM INDUSTRY

Contributed by Harry E. Howell, Central Michigan College of Education, Mount Pleasant, Michigan

AN INCREASING NUMBER of our large industrial companies are providing helpful supplementary teaching materials for schools and colleges. One source estimated recently that as much money is now being used in preparing supplementary teaching materials as is spent on textbooks. Naturally, much of this material is about the particular company—touching such things as company history, manufacturing methods, product uses, product characteristics, and distribution. However, there seems to be a trend toward getting away from the “company” and presenting the “industry.” As a matter of fact, some of the industry associations handle much of the supplementary teaching materials.

THE SCOPE OF THE PRESENT STUDY. In this particular investigation of available materials, no attempt was made to reach all of the companies. A few over one hundred typewritten form letters were sent to the department of public relations of the various companies. All companies were gracious in their replies. About one-third of the replies stated that they have no teaching materials. Of the two-thirds who sent materials, roughly one-half had usable materials for business teachers.

No attempt was made to distribute the mailings to all sections of the country. Company names and addresses were secured from the Thomas Register, 1956. Most of the letters were sent to large companies. No attempt was made to include all industries in the mailings, however, most of the large industries were represented by one or more companies.

No business teacher should be surprised to see so much of the materials classified under the subject of basic business (general business). A large percentage of the materials received from manufacturers will have its greatest value as background material for basic business. Certainly all basic business teachers will agree that the subject can be greatly enriched through the use of such materials.

One fine suggestion made to the writer by one of the manufacturers should be passed on to the readers. *When*

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor of the appropriate service or to the executive editor.

you write asking for teaching materials, be as specific as you possibly can. For example, give the title of the booklet or leaflet you want, do not ask merely for “educational material.” If you do not know the names of the publication, then explain the purpose for its use and give the subject and grade level. This is desirable because many big companies are increasing their breadth in teaching materials so greatly that if they send all of it, the teacher probably will receive much unusable material that is expensive to the company both in materials and postage. Much of the material is available in unlimited quantities. However, teachers should ask for only the number of copies needed—usually one.

Basic Business

Allis-Chalmers Manufacturing Company has three general-interest booklets. The first one is “19 Basic U. S. Inventions.” Another one is “The Story of Power Generation.” The last is “The Ghost Town That Came to Life.”

American Iron and Steel Institute has an excellent list of booklets on the various phases of steel making. Most of them are of a scientific nature. Some of them would serve as good source material for business teachers. They are listed in a pamphlet called “List of General Publications of Interest to Teachers.”

American Petroleum Institute has developed a well-organized department for supplementary teaching materials. Teachers handbooks are available. Those teachers wishing to secure a complete list may order “The Oil Industry Teaching Aid Materials.” As might be expected, much of their materials were developed for science classes. A few of their booklets which have a general nature are: “Careers in Petroleum,” “Petroleum Transportation,” “Petroleum in Our Modern Society,” and “Petroleum Marketing.”

The American Tobacco Company has a large well-illustrated book. It gives the history of the company from 1904-1954. Its title is “Sold American.”

Armour and Company has many booklets available on its various products and by-products. A list of these booklets may be secured by writing for its “Armour and Company Educational Materials.”

Armstrong Cork Company has two interesting pamphlets. One is “The Story of Cork.” The other is “The Story of Linoleum and Other Resilient Floors.”

Association of American Railroads has excellent materials for schoolrooms. It seems to be well organized and includes suggestions to teachers on ways to present the materials. Its publications are listed in “On the Track of Some Good Teaching Aids.”

Automobile Manufacturers Association has several booklets and bulletin board charts relative to cars and trucks. They are listed on its “Educational Aids.” Many of the booklets have suggested ways of using them.

Chamber of Commerce of the United States publishes materials on a variety of subjects, many of which are of interest to business teachers. All of them are listed in the pamphlet “Publications of the Chamber of Commerce of the United States.”

The Diamond Crystal Salt Company has two interesting pamphlets relative to their industry. “The Role of Salt in the Diet” by Dr. G. E. Wakerlin and Dr. Wright Adams is a recent discussion on the medical effects of salt. “Salt Lore” is an interesting account of the little-known part salt has played in the history of mankind.

Greyhound Lines has a pamphlet called “Following America's Highways to History” available up to 15 copies a teacher. It also has a wall chart limited one to a teacher.

UNITED SERVICES

MODERN TEACHING AIDS

Household Finance Corporation has twelve fine booklets in the field of personal budgeting and money management. They cost 10c each. A teacher may receive a free pamphlet, "Money Management Program," which gives a brief description of each booklet.

Institute of Life Insurance has some excellent materials covering life insurance. Some of the materials were planned in consultation with leaders in business education. This material has teachers' manuals. All of the Institute's materials are listed in "Teaching Aids."

Libby, McNeill, and Libby has available on request a booklet, "Today's Canned Foods." It gives a brief description of the canned food industry. It includes a brief history, rapid growth, methods of canning, and competitive advantages of canned foods.

Pittsburgh Plate Glass Company has three booklets of interest. One is "50,000 Years of Protection and Decoration" which is a history of paint and color. It traces the use of paint back to the Stone Age. The history is brought up to date emphasizing the modern plant made possible through research. Another booklet is "Color Dynamics" which presents color wheels, complementary

colors, color properties, color research, relation of color and light, and others. Their final booklet, "The Romance of Glass," is a history of the making of glass. It also traces the making of glass to its early history. However, it states that most of the progress has been made within the last 30 years.

Reynolds Metal Company has several books available, but most of them are highly technical. However, "The A-B-C's of Aluminum," explains in non-technical language the properties of aluminum, how it is made, and how it is used.

R. J. Reynolds Tobacco Company has several pamphlets available. "Annual Report 1955" and "A Short History" are probably most valuable for business teachers.

Shell Oil Company has many pamphlets and booklets mainly of interest to science teachers. One of a more general nature is "The Story of Petroleum."

Sinclair Oil Corporation publishes two booklets which are available to teachers on request. One is "Oil, A Basic Industry," which gives a brief picture of the present day importance of oil. It touches such topics as surface geology, exploration, drilling, pumping, refining, transportation, and marketing. The other one, "Oil, The Evolution of an Industry," presents the historical development of the oil industry.

Standard Oil Company of Indiana has many pamphlets and booklets available. Many of its booklets are of a scientific nature. Some of the publications are: "Ethics and Principles in Modern Business," "A Businessman Looks at Our Colleges," "Annual Report for 1956," and "Probable Impact of Atomic Energy on the Petroleum Industry."

Swift and Company has many publications for use in classrooms. Probably the ones most interesting to business teachers are: "The March to Market," "Livestock Prices, What Makes Them Change," and "Counting Pennies."

United States Rubber Company publishes "Rubber, A Story of Romance and Science." It is a beautifully illustrated booklet covering such topics as kinds of rubber, history of rubber plantations, development of synthetic rubber, and articles made from rubber. Another publication of the United States Rubber Company is "You and Us," a brief history of the company. Another of their publications which would probably be of interest in a unit on transportation is "How Tough Is a Tire?"

United States Steel Corporation has available for free use by schools a large collection of books and booklets. Most of them are of a technical type unsuitable for business teachers; however, a few of a general type are valuable. One is a large book called "Steel Serves the Nation, 1901-1951."

Bookkeeping and Accounting

United States Steel Corporation publishes an annual report which is available to teachers. Its statements in summary form are probably not too involved for advanced bookkeeping students. (Many large companies are willing to send a copy of their latest financial statements for study in accounting and bookkeeping classes.)

Investment

Merrill Lynch, Pierce, Fenner, and Beane have many excellent publications in the field of investment. Most of them are of a special-interest nature that can be understood only by advanced students in the field.

New York Stock Exchange has several interesting booklets in their special field. "Understanding the New York Stock Exchange" is probably of greatest general interest. It covers topics of history, organization, operations, and stock price changes. Other publications are: "The Exchange," "1956 Fact Book," "Investors," "Investment Facts," "Should You Invest?" While these booklets are free to all teachers, they would be most usable on the college level.

Money and Banking

The National Cash Register Company has among its many publications in merchants service, a booklet, called "4000 Years of Banking." As the title indicates, it is a study of banking which goes back to 2000 B.C. and briefly traces the banking developments through our present day banking system in the United States.

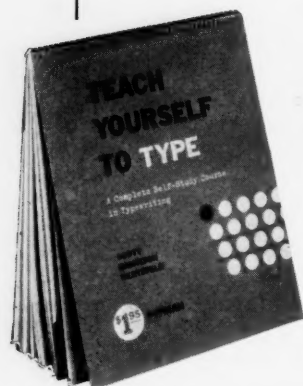
Much valuable information relative to money and banking and many other financial topics may be secured by writing to the Federal Reserve Bank of your district.

Office Machines

R. C. Allen Business Machines, Incorporated, furnishes a booklet for each of their machines. The books are primarily exercises for pupils to use. They emphasize short cuts on practice materials.

Burroughs Corporation has its teaching materials listed in "Classroom Materials." The materials cover practice drills and

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UNITED SERVICES

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answer pads in the areas of calculators, adding-bookkeeping machines, commercial and bank bookkeeping machines, type-writer-accounting machines, computing-billing machines, and adding machines. There is a charge on most of these teaching items. The following booklets are free: "Burroughs Adding Machine Short Cuts," "The Story of Figures," and "Fascinating Figure Puzzles."

Monroe Calculating Machine Company, Incorporated, has complete, well-developed teaching aids for its machines. They include many kinds of problem materials, teachers' handbooks, instruction for special situations and proficiency certificates for students. These materials are listed in "Monroe Educational Materials." Some of these teachers' aids are free if they are used with Monroe machines.

Office Practice

Bristol-Myers Products Division has an excellent unit on "Better Jobs with Better Grooming." It includes charts for bulletin boards that cover important grooming principles for both girls and boys. It was prepared especially for business students.

A. B. Dick Company, like most major manufacturers of duplicating machines, has much valuable teaching material to accompany their machines. The two most valuable ones are "Fundamentals of Mimeographing" and "Modern Mimeographing Handbook." It also has literature describing the various kinds of duplicating systems including supplies.

Ditto, Incorporated, has some valuable booklets available in quantities of one for each teacher. Some of them are: "Office Style Dictation," "How to Prepare and Use Objective Tests," and "Why and How to Publish a School Newspaper."

Friden Calculating Company, Inc., will furnish free upon request "Office Style Dictation." The material includes problems in the area of office dictation.

Company Names and Addresses

R. C. Allen Business Machines, Inc.
678 Front Avenue, Grand Rapids, Michigan
Allis-Chalmers Manufacturing Company
Box 512, Milwaukee, Wisconsin
American Iron and Steel Institute
350 Fifth Avenue, New York 1, N. Y.
American Petroleum Institute
50 West 50th Street, New York 20, N. Y.
American Tobacco Company
150 East 42nd Street, New York 17, N. Y.
Armour and Company
Union Stock Yards, Chicago 9, Illinois
Armstrong Cork Company
Lancaster, Pennsylvania
Association of American Railroads
School and College Service
Transportation Bldg., Washington, 6, D. C.
Automobile Manufacturers Association
320 New Center Bldg., Detroit 2, Michigan
Bristol-Myers Products Division
630 Fifth Avenue, New York 20, N. Y.
Burroughs Corporation
Detroit 32, Michigan
Chamber of Commerce of the United States
1615 H Street, N.W., Washington 6, D. C.
The Diamond Crystal Salt Company
St. Clair, Michigan
A. B. Dick Company
5700 W. Touhy Avenue, Chicago 31, Illi.
Ditto, Incorporated
2243 West Harrison, Chicago, Illinois
E. I. Du Pont De Nemours & Company
Wilmington, Delaware
Friden Calculating Machine Co., Inc.
San Leandro, California
Greyhound Lines
Beaumont & Hohman (Advertising)
6 No. Michigan Avenue, Chicago 2, Ill.
Household Finance Corporation
Prudential Plaza, Chicago 1, Ill.
Institute of Life Insurance
488 Madison Avenue, New York 22, N. Y.
International Business Machines Corporation
590 Madison Avenue, New York 22, N. Y.
Libby, McNeill, and Libby
Chicago 9, Illinois
Merrill Lynch, Pierce, Fenner, and Beane
70 Pine Street, New York 5, N. Y.

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Retailing and Salesmanship

E. I. Du Pont De Nemours and Company has a fine booklet called "The Salesman Story." It describes the different types of salesmen with their company. It also pays tribute to their salesmen. The supply is one a teacher.

National Cash Register Company has done much work in the retail selling field in an effort to improve selling in this area. Some of the booklets available from it are: "Better Retail Selling" and "Getting Ahead in Retail Selling." Their merchants service represents practical suggestions.

W. A. Sheaffer Pen Company has a booklet called "Selling Is Fun." While the Sheaffer Pen is used to illustrate the steps in selling, the selling points are applicable to all products.

Standard Oil Company has an interesting booklet called "Opportunities in Industrial Selling with Standard Oil."

Typewriting

International Business Machines Corporation has lesson plans and other materials designed for instruction on use of the electric typewriter.

Remington Rand has many helpful aids for typewriting teachers. A few of their aids are: "25 Typing Short Cuts," "A Brief History of the Typewriter," "Letter Centering Simplified," and "Tabulation Simplified."

Royal Typewriter Company has a wide variety of helpful booklets available to typewriting teachers. Some of their better ones are: "How to Become an Expert Typist," "Typing Tips," "The Modern Secretary" and "Building Typewriting Skill and Speed."

Underwood Corporation has many charts and booklets for teachers of typewriting and office practice. A few of them are: "Electric Typing is Easy Typing," "Methods of Planning for Office Practice," and "Office Practice Work Sheet."

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UNITED SERVICES

SHORTHAND TEACHING AIDS

LUCY ROBINSON, Editor
Georgia State College for Women
Milledgeville, Georgia

SOME DEVICES TO STIMULATE MENTAL EFFORT IN SHORTHAND AND TRANSCRIPTION

Contributed by Meta T. Callaham, Furman University, Greenville, South Carolina

"I DIDN'T KNOW that shorthand required so much mental effort and offered such mental stimulation!" was the comment made by a professor of English. His daughter had recently started the study of shorthand, and he had observed her preparation of each day's lesson — the concentration with which she worked and the amount of time required to execute the outlines as she filled the pages of her shorthand pad. His eyes had been opened to the value of shorthand as a practical art.

Yes, shorthand does require mental effort; and because it does, some would-be stenographers and secretaries, not desiring to exercise their brains too much — or should I say "very much"? — drop shorthand after a few lessons and thereby miss the stimulation that comes from mastering an art that can bring pleasure from the mere execution of graceful lines, as well as remuneration for executing those same lines in an office or in a school room.

After the first excitement of exploring the mysteries of a new "language" wears off, and the students realize that this new skill is going to require some mental effort, what can we do to inspire them to give their best efforts to the task of copying page after page of outlines, carefully filling numberless shorthand pads in order that they may go out from our class some day and take some other person's dictation for the rest of their working lives? There is a certain amount of drudgery connected with the learning of shorthand that cannot be avoided. Even when a person is intensely interested in learning shorthand, there are times when he would rather be doing something else than copying pages of funny little characters. However, there are a few devices that I have found effective in arousing the interest of students and in inspiring them to further efforts. These ideas are not original with me but have been gleaned and adapted from the writings of others.

Bonus Credit for Quickies

To get the class off to a quick start, I sometimes place on the board several sentences written in shorthand illustrating certain principles of punctuation (for example, the comma as used in a series) or sentences containing frequently misspelled words or words often confused.

Students transcribe these sentences within a limited time and are checked on the indicated items. Often I do not grade students on these "quickies" but give them bonus credit if they get all the special words correct.

Sometimes I omit from the next day's assignment a short article at the end of the lesson, or maybe turn back to an article that we read two or three weeks ago. Frequently, I write on the board several questions that can be answered only by reading carefully the shorthand outlines. An article used for this purpose once was entitled "Do You Make Mistakes?" After the class had read together the next day's assignment, with the exception of the article, I put on the board twelve questions, such as: "What are the galleries full of?" (critical people); "Why do they make no mistakes?" (They do nothing.)

Here is a device for reviewing brief forms quickly. Have the students cut from each side of every other sheet of a shorthand pad a strip one inch wide from top to bottom. On every other whole sheet (2nd, 4th, etc.), close to the edge on each side, write the shorthand outlines of the brief forms, one to a line. Opposite each brief form, on the cut sheet, write the meaning of the outline. To review the students in transcribing the shorthand outlines, have them turn back the cut page of longhand words. By placing a clean sheet of paper beside the shorthand outlines, they can quickly write them in longhand on the clean, removable sheet. If you wish to have the students write the brief forms in shorthand, have them slip a sheet of clean paper under the cut sheet and write from their exposed words. Time them to see how many outlines they can write or transcribe in a certain number of minutes. It is better not to give a long timing — one, two, or even five minutes will be sufficient.

Conversation Piece

A "conversation piece" is a news bulletin written on one side of the board in a place least frequently used for the regular lesson. To start it off, I write in shorthand a bit of information that is of interest to the students. For example, one day one of the girls in my class reported that her little dog was very sick and had been taken to the hospital. The next day, those who arrived early spied a news item on the board, written in shorthand, and began to read it aloud: "Dotty's dog is very sick. He had to be taken to the hospital yesterday." Then daily bulletins on the condition of the patient appeared on the board in very good shorthand. The students enjoyed writing news items on the board for me to decipher when I came into the room each day. Occasionally I would have to ask for help in deciphering a

word in the news item; but, on the whole, the quality of shorthand was good. Of course, they enjoyed translating each other's productions and the teacher's occasional contribution.

Guessing Contest

Try letting students transcribe into shorthand some simple little rhymes or songs that they know. Before Christmas, the students conducted a guessing contest on Christmas carols. They wrote on the board the titles of songs while the remainder of the class transcribed them. Sometimes the quality of the shorthand was such that help was needed from the writer, but the ones who wrote the outlines endeavored to write good notes and improved after correction. They learned to be more careful writers of shorthand after these experiences.

Students like to conduct the class for the teacher. They usually do a good job. I have tried letting volunteers drill the class on the word lists, writing the outlines themselves. They also enjoy dictating to their classmates, thus giving the class a change in voices.

The Letter

In the advanced shorthand class try dictating a letter that you may wish to send to a number of people. Let the students transcribe the letter on letterheads, address the envelopes, insert the letters after you have signed them, then stamp and seal the envelopes.

Often, I have asked myself, "Do students learn more from repetition of words and phrases within the letter or from several repetitions of the letter?" From observation and from remarks made by the students themselves, I believe they learn more from the repetition of words and phrases. Adapting the method used by the tape recording dictators, a short or medium length letter is selected for intensive practice. After the letter has been read by one or more students, it is dictated at a speed that all can get—40 words a minute in the early lessons. Then by sentences, the letter is dictated somewhat like this:

"Dear Sir: The natives natives natives in my home town town in Illinois Illinois tell the tale of a fine city gentleman gentleman gentleman a fine city gentleman who happened happened happened to be spending spending several days on a ranch on a ranch. The natives in my home town in Illinois tell the tale of a fine city gentleman who happened to be spending several days on a ranch. When the fine city gentleman gentleman finally opened opened opened his eyes many hours later, the farmer farmer explained explained that his approach approach had been definitely definitely had been definitely wrong. When the fine city gentleman finally opened his eyes many hours later, the farmer explained that his approach had been definitely wrong."

I dictate again each paragraph as it is finished, and finally the whole letter at a higher speed than at first. After the presentation of some new principles (jent-d, pent-d, def-dif-tive, as in the illustration above), I like to have the students practice those outlines illustrating the new principles that occur in the letter before I start dictating. They say that they like to have that extra practice before attempting the letter as a whole. If time permits, the letter is redictated several times, each time trying to get the students to write faster. Then, I go back to a slower speed for control. The students always get the dictation better and can read it back more fluently when words and phrases are repeated than when I dictate the letter several times. I do not have all the dictation read back, but I do have a show of hands from those who got most or all of the dictation at the higher speed levels.

Does shorthand require mental effort? It certainly does on the part of the teacher who tries to keep his class on the alert and to push the students ever onward and upward to greater speeds and larger vocabularies. Definitely, mental effort is required on the part of the student who sincerely desires to get ahead. There is no limit to what a person can achieve who really applies himself.

Cressey

(Continued from page 19)

The following is a sample question with the conclusions that were agreed upon after considerable discussion by the students.

Question:

When is absence from school or job justified?

Conclusions:

1. If one is really ill, if weather prevents one from leaving the home, or if family emergency makes it necessary to stay at home.
2. One should not leave the house for any reason, except to see the doctor, when he is unable to be at work.
3. Absenteeism is a habit which carries over into business.
4. One should always telephone school or office when unable to go to work.
5. Parents should be honest in writing excuses for absentee students.

Other questions discussed included: (1) Why is cheating wrong and how can it be stopped? (2) When is it permissible to borrow an article without asking the owner's permission? (3) When is it right to help oneself to souvenirs in restaurants and public places?

UNITED SERVICES

TYPEWRITING TEACHING AIDS

D. L. CARMICHAEL, Editor
Michigan State University
East Lansing, Michigan

TEN RULES FOR THE BEGINNING TYPEWRITING TEACHER

*Contributed by Robert E. Hoskinson, Indiana State
Teachers College, Terre Haute, Indiana.*

I. Provide a pleasant atmosphere in which students can learn to typewrite.

The effective typewriting teacher provides a pleasant, businesslike atmosphere in which his students may learn. While he often faces less than ideal conditions and facilities, the resourceful teacher can do much to improve the physical facilities in his room. Down comes the faded picture of the Roman Forum, and in its place goes an attractive water color done by one of the students or perhaps a colorful montage of scenes from business. The scarred bulletin board at the side of the room is covered with an orderly arrangement of mounted letters illustrating the variety of letter styles used by local businesses. Already the bulletin board committee is planning an eye-catching display for the following week which will point out good techniques used by the proficient typist.

The room itself is well lighted. The shades have been adjusted to provide maximum light without permitting a glare on the students' copy. The windows have been raised or lowered to provide proper ventilation. Tables of variable heights as well as the chairs have been arranged in an orderly fashion. Typewriter covers have been put in their proper places. Miscellaneous pieces of scrap paper have found their way into the waste basket.

The attitude and the actions of the typewriting teacher have much to do with adding to the pleasant atmosphere in which the students learn. Enthusiasm for his work radiates from the competent typewriting teacher. He believes in the worth of his job, and he is interested in his students both as typists and as individuals. His cheerfulness, his sense of humor, and his assuring manner do much to relieve the tension which so often builds up within students during the early stages of learning a new skill.

II. Enter the classroom with plans for the day's work.

With six classes, five preparations, a study hall and cafeteria duty, just when is the typewriting teacher going to make lesson plans? For any effective classroom activity advanced planning *must* take place. Two major types of planning can be used to advantage in typewriting instruction—long-range or semester planning and short-range daily planning. If long-range planning is done carefully in the early stages of the typewriting

course, daily planning need be neither extensive nor time consuming. The long-range plans might include a statement of the objectives of the course, a list of the necessary learning activities which will contribute to these objectives, their sequence and time allotments, and the equipment and materials which will be required in order to carry out these activities effectively.

Once the long-range planning has been accomplished, daily lessons plans can be made quickly. As a basis for his daily planning, the typewriting teacher should have formulated in his mind the goal for the day's learning activities. He might then list the class activities for the day in their proper sequence with the anticipated time allotments for each activity. In choosing daily learning activities, the typewriting teacher should keep in mind the necessity of providing a varied pattern of activities of relatively short duration during the early stages of the skill-building process.

In his planning activities the typewriting teacher should keep in mind the importance of making his plans flexible enough to allow for changes which may be necessitated by certain unexpected events which call for shortened periods or the need for additional remedial work made apparent by the current day's progress.

III. Utilize as much of the learners' time as possible.

The effective typewriting teacher recognizes that in order to learn to typewrite, a student must *type*. Every moment spent in talking represents a moment in which students are not typewriting.

Students should begin warming up at their machines as soon as they enter the room without comment from the teacher. The material to be used for warmup purposes can be designated on the blackboard.

The competent typewriting teacher demonstrates. He does not spend valuable time delivering a long discourse on how a thing should be done. Rather, he shows how a technique should be performed and gives the necessary oral explanation as he demonstrates.

Time-saving routines used in the classroom provide more time for typewriting. Students should be encouraged to listen carefully to directions the first time they are given and to take notes for future reference if necessary. After giving clear, concise directions the teacher should ask for questions from the class concerning the work to be done. Once these questions have been answered, he should recognize no further questions regarding the problem and should penalize the students who do not follow the directions explicitly. Students soon come to realize the importance of listening to directions as they are given and the value of asking pertinent questions at the time the directions are given.

Set routines can be established also for administering timed writings and drills. The teacher will need to explain the procedures for these activities the first time or two that they are performed. Later he need only announce the activity, briefly state its purpose, give the students just enough time to prepare for it, and then begin the drill or timed writing in the usual manner.

A uniform method of identifying, collecting, and distributing papers should be established. Having set up a definite routine, the teacher need only ask for the papers and have them collected in such a manner that they can be distributed easily in a later class period.

IV. Stress the development of good techniques and satisfactory skills on the part of the students before developing their production abilities.

The successful typewriting teacher recognizes the value of deferring problem work until the necessary techniques can be performed by the students with a reasonable degree of skill. Only then should the skills be integrated into detailed problem work.

The early part of the typewriting course should be devoted to the development of these techniques which contribute to skill-building: proper letter, number, and special character reaches, good posture, proper handling of materials, quick staccato stroking, a flowing rhythm, a good carriage return, minimized motion in wrists and arms, the automatization of high frequency words and phrases, the ability to type with eyes focused on the copy, and the ability to perform manipulative skills on the machine.

As the typewriting skill develops, the typist then learns to erase, to crowd and to spread letters, to take dictation at the machine, to type letters and envelopes, to type cards and fill-ins, to type on ruled lines, to set up tabulations, and to make carbon copies.

V. Develop speed and accuracy in accordance with psychological principles of skill-building.

An effective typewriting teacher utilizes what one writer calls the "zig-zag" method of skill-building. He gives his students an opportunity to push into new speed areas, explaining to them that their error rate undoubtedly will go up in this phase of speed building. After the students have pushed themselves into a new speed area, they are given an opportunity to fall back to the control level of typewriting in order to improve their accuracy. Finally, the students are encouraged "to strike a happy medium" which should result in an improvement over their former level of skill. When using this procedure for skill-building, it is imperative that students understand the reasons for performing each phase of the procedure and that each student has an individual goal for which he is "shooting."

(EDITOR'S NOTE: The November, 1956, issue of BUSINESS EDUCATION FORUM features articles on building speed and accuracy in typewriting.)

VI. Employ in the typewriting class only those drills which have meaning to the students.

Repetition is necessary for skill-building. Meaningless repetition, however, is useless. Before administering a drill, the effective typewriting teacher is certain that his students understand what the drill is, why it is important, and how the drill is to be performed.

The typewriting teacher provides for intensive drills of brief duration with an opportunity for short periods of relaxation between drills. He utilizes drills for the entire class only when it is evident that a majority of the students need the drill. He realizes that each drill should have as its basis a single goal. With careful guidance, he gives students an opportunity to use individual drills for self-improvement. In order for individual drill work to be successful, students must be helped to diagnose the causes of their speed plateaus or their errors and to understand which drills are helpful in overcoming these barriers.

VII. Encourage students to set individual goals toward which to work in developing their typewriting skill.

The competent typewriting teacher, aware that all students cannot and do not develop typewriting skill at a uniform rate, encourages students to set individual goals toward which they may progress. Students are encouraged to set individual goals for their daily classroom activities as well as weekly and semester goals. With the guidance of his teacher, each student chooses a goal which is within his reach so that he may experience the feeling of success regardless of his performance in comparison with that of his classmates.

Strong class competition is de-emphasized by the typewriting teacher. Students are encouraged to compete with their own best performance to date. The teacher stresses the progress of the class as a whole with which individuals can compare their own progress.

VIII. Evaluate the students' work only after they have had an opportunity to develop the skill or technique to be learned.

The effective typewriting teacher spends the major portion of class time observing his students at the typewriter rather than scrutinizing closely the work which they are doing. He circulates about the room observing techniques in such a manner that he is not "prowling" nor making unnecessary interruptions. Students should be assured that they will be observed from the far side of the room in order to eliminate the nervousness which students often exhibit when the teacher is standing near them.

The teacher scans quickly any daily work he has asked for as a means of determining what remedial activities may be necessary in succeeding classes.

(Please turn to page 32)

UNITED SERVICES

BOOKKEEPING TEACHING AIDS

WILLIAM SELDEN, Editor
State Department of Public Instruction
Harrisburg, Pennsylvania

DO YOU USE TEACHING AIDS IN BOOKKEEPING?

Contributed by John M. Aichele, Milton Hershey School, Hershey, Pennsylvania

DO YOU USE TEACHING AIDS in the bookkeeping classroom? This may seem to many of you an unnecessary question. Your reply might be that all bookkeeping teachers use teaching aids. This, of course, is true but to what extent and degree are they used?

We have been told by master teachers and leaders in the field of education that teaching aids are a desirable aspect in teaching. There is no doubt that many teachers have been using a variety of teaching aids successfully.

However, some teachers have blamed the poor results of their teaching on the lack of teaching aids. It is true that some school districts are financially unable to provide all the teaching aids that should be available to the bookkeeping teacher. But are the teaching aids provided, no matter how few, properly and efficiently used by the classroom teacher? The primary purpose of this article is to try to make the bookkeeping teacher realize the many teaching aids that are available for his use in the classroom. Most of the following items are easily secured by the teacher or else they are provided by the school district: textbooks, workbooks, chalkboards, lesson plans, and free materials.

TEXTBOOKS. Textbooks are certainly a teaching aid, and if the illustrations provided are not called to the attention of the students, this part of the book is wasted. If the questions and problems at the end of the chapter are not properly used, bookkeeping can become boring and uninteresting to both student and teacher. Many publishers provide a free manual with their bookkeeping textbooks. These manuals present many helpful teaching aids for the teacher.

WORKBOOKS. If workbooks are provided, they can also be a stimulating teaching aid; but if they are improperly used they can become little more than busy work. If they are used to provide practice at home or during laboratory periods on the work discussed in class, they can bring your students to a higher level of competency in bookkeeping. But if the teacher reproduces the problems in the workbook on the chalkboard for the students to copy into their workbooks, all the students have learned is the proper way to copy material.

CHALKBOARDS. The chalkboard can be an excellent teaching aid if it is used properly. Take a look at your chalkboard. Do you have a permanent ledger and journal page painted on the board? If not, you are not tak-

ing full advantage of this teaching aid. (EDITOR'S NOTE: Instructions for lining the chalkboard may be found in the December, 1954, issue of BUSINESS EDUCATION FORUM.) Do you place illustration after illustration on the chalkboard? If not, you are not properly using this teaching aid. Do you have your students use the chalkboard? If not, you are not using this teaching aid to the fullest extent. Do you use colored chalk to make identification of the various classifications of accounts easier for your students? If not, you are passing up an excellent teaching aid. An outstanding business educator recently said that bookkeeping classes would be better taught if the teacher's chair was removed from the room and the teacher was required to have chalk dust on his clothing at the end of the day.

LESSON PLANS. The lesson plan should be considered a teaching aid, not a time consuming task. Even the busiest teacher should prepare a written plan even if it is only a few sketchy notes. If you are not using lesson plans, then you are not making use of all the teaching aids available to you. That goes for all teachers, not just the beginning teacher. Some of us who have taught over a decade have a tendency to become complacent in our teaching methods. We must revise our lesson plans each year to keep up with the changes constantly taking place in the business world.

FREE MATERIALS. There are volumes of free materials available to the alert bookkeeping teacher. All that you would need to do to secure much of this information is to address a request to the source. A bookkeeping teacher who systematically collects and files material can, over a period of years, amass a storehouse of teaching aids.

Many lists of available material have been published. One of the most recent of these is Monograph 94 published by the South-Western Publishing Company entitled "Free and Inexpensive Business Education Materials."

Students and Teachers

Then, finally, let us remember the two parties to a teaching situation: the student and the teacher. Do you allow or encourage your students to help in this problem of teaching aids? Do you assign student committees to prepare the bulletin board, help secure classroom speakers, visit businesses in your community and make a report, or take part in classroom demonstrations? If not, you are not using one of your most valuable teaching aids—the student! It has been said that the greatest teaching aid of all is a good teacher. If every day in every bookkeeping class you are not constantly trying to improve your teaching techniques, you cannot classify yourself as a "good teacher." (Turn to page 42)

GERALD PORTER, Editor
University of Oklahoma
Norman, Oklahoma

AIDS TO TEACHING FILING

Contributed by Theodore Yerian, Oregon State College, Corvallis

IN THIS MODERN-DAY WORLD, filing is an indispensable business tool. Almost every office worker must be prepared to use this tool for the welfare of the business organization which he represents.

In any study of filing, we first recognize that correct alphabetizing is necessary. Alphabetizing has been called the "seeing eye" for modern files.

Alphabetizing is really no stranger to your students. Point out to them that for years they have been finding things in dictionaries, encyclopedias, directories, library card indexes, and so forth. This "brings home" their knowledge of the alphabet and how what they already know can be put to use in the filing of business papers.

MOTIVATING DEVICES. Motivation, of course, is a very important part in the teaching of filing, as with any other school subject. Here are several techniques that have been used successfully in the teaching of filing:

1. A quiz program can be set up in the class making use of questions from the textbook material. Students may be asked to provide questions for the quiz sessions.

2. A grab-bag procedure is often found to be stimulating. Individual questions covering textbook reading or class discussion can be placed in a bag from which the students take turns drawing. Each student is expected to answer the question he draws.

3. A flannelboard has been used recently with great success. For instance, if you had available flannel-backed cardboard strips on which had been printed the various steps in the filing process, you could ask students to place them in the proper order on the board. Also, to demonstrate the proper sequence of the units into which names to be filed might be divided, you could have such names on flannel-backed strips which you would ask the students to arrange in proper order.

4. Flip charts will come in handy in the filing class as well. For instance, if you had the filing steps on a chart so that each step could be exposed as you needed it for discussion, it would help to keep the thoughts of the students in the proper channels.

5. Time your students frequently in both filing and finding materials. Have them compete with each other or with their own records.

6. Ask students to demonstrate the correct procedure for removing and replacing the letter in a folder, as well as the folder in the file.

7. Visitation at equipment stores will do much to

help your students understand what you are talking about when you describe to them pieces of filing equipment to which you do not have access in your classroom. It is well also to visit the offices of firms that make use of various types of filing equipment.

TEACHING TECHNIQUES. It is difficult to decide each time that which would be called a teaching technique and that which would be called a motivating device. In reality, everything which you do in order to acquaint your students with the field of filing can be called a teaching technique. Here are a few suggestions.

1. Place the student in a problem situation. Try to make his work as practical as possible. Tie your instruction to actual business situations as much as possible.

2. Remember that filing rules in many respects are new to your students. Give the rules in small doses. Review frequently to determine whether or not what you have taught has been well learned.

3. Make good use of the chalkboard when teaching filing. It is possible for you to picture a common file drawer arrangement on the chalkboard if you do not have available fairly large pictures of such arrangements. If you should happen to have an opaque projector available, this problem is solved.

4. Be on the alert to determine difficult areas in the instruction of filing, and help to eliminate them through interesting repetition.

5. Sometimes cross-referencing is not easy to understand. Have what you might call "cross-reference time," at the beginning of the period. Have a large cross-reference sheet form drawn on the chalkboard and ask various students to cross-reference names that you have written in another location on the board. You will find that this repetition will soon remove the difficulty.

WHAT SYSTEM OF FILING TO USE. Often you might be asked the question, "How do we determine the system of filing to be used in a particular office?" The answer is a very short one and can be indicated by asking another question, such as, "How are the materials to be requested?" This answers the question completely, because if materials are filed in the manner in which they will be requested, you have the basis for the system that should be used.

HOW MUCH FILING INSTRUCTION. The question is often asked, "How much filing should be taught?" It is suggested that the teacher determine first the nature of the instructional program in which filing might be included and next to determine exactly how many class hours can be devoted to such instruction. In most schools, filing is taught as part of a clerical practice program.

(Please turn to page 30)

UNITED SERVICES

BASIC BUSINESS TEACHING AIDS

MEARL R. GUTHRIE, Editor
Bowling Green State University
Bowling Green, Ohio

SUPPLEMENTARY MATERIALS IN BASIC BUSINESS CONTRIBUTE TO BETTER TEACHING

Contributed by Juanita T. Bates, Dunbar Trade Evening School, Chicago, Illinois

AFTER HAVING TAUGHT the subject of basic business under classroom conditions which prevented adequate textbooks and library facilities, assistance was sought through enrolling in a graduate course in methods of teaching basic business offered by a teacher education institution. Here we learned modern methods, more meaningful content, and sources for a great variety of supplementary materials.

As an individual project for the methods course, I prepared an outline, which was arranged in book-like form, to be improved and revised when necessary. Spaces were provided for future insertions and teacher's notes. A supplementary reading list was prepared for each unit.

To make the general business outline workable, there was a collection of up-to-date supplementary teaching materials; provided, in part, by the teacher through sources that publish free and inexpensive materials.* This collection was increased by members of the classes who under proper teacher guidance, delegated themselves to the task while preparing group reports and individual projects.

REVISED COURSE. A number of important changes were made in my high school general business classes as a result of the methods course: Now, the first period in the fall is used for introducing the course and students. Each student gives his name after having tried to remember all other names, by faces, in order given; then the teacher tries. The course has been sold to the students by stressing everyday buying, using familiar examples such as automobiles to attract the attention of boys and clothes to interest the girls. The students are glad to tell their buying experiences. The titles of the units to be studied are written on the chalkboard and the students are allowed to choose by secret ballot the first two units to be studied.

A scrapbook-workbook of articles and cartoons collected with a sentence about each item written beneath it is required. Written reports and a personal glossary of terms and words used in the course must be kept by the student. The students are graded on bases of individual contributions and progress.

APPLICATION OF ACTIVITIES. When the Consumer Credit unit is studied, the class organizes into committee groups

See the article on page 21 by Harry E. Howell on "Teaching Materials Available from Industry."

and chairmen are elected. Each member reads and discusses portions of textbook reading or supplementary reading. Each student uses the classroom library and presents at least one course of reference adding articles and cartoons if possible. A debate, "To Charge or Not to Charge" is a popular class activity. A project, "Let's Go Banking" is arranged. The pupils operate an effective class banking system, saving funds until the week before the Christmas holidays. Each banker-depositor saves according to his financial plan.

Some guiding principles should be considered by the teacher of a basic business course. An objective of such a course is to help students to participate intelligently in the consumption of goods and services. Students learn by doing, so there should be no end to the things they can do in the classroom to increase their knowledge about consumer activities.

Important concepts, such as wise money management, intelligent choice making, and striving to become cooperative and conscientious consumer-citizens should be emphasized. Becoming informed buyers and effective users of goods and services must be included in the foundation of consumer education. Then too, variety of projects and group work should be stressed. Above all, insist that each student participate in some of the activities of the class. Better teaching can be the result of a good methods course in basic business.

General Clerical

(Continued from page 29)

It will take approximately ten or twelve class hours in order to complete the basic filing rules. If other types of filing are to be taught, such as geographic, subject, and numeric, it will be necessary for the instructional time to be extended considerably. It is well to remember, however, that filing cannot be very practical unless at least the basic alphabetizing rules are learned.

EQUIPMENT. This question is often asked, "What do you recommend in the way of equipment and supplies for the teaching of filing?" This list could be almost endless, but here are some recommendations for minimum supplies and equipment: one full-size filing cabinet, equipped with guides and folders; one visible file; full-size samples of out-guides, substitution cards, cross-reference sheets, out-folder, and carrier folder; some form of follow-up file, such as a desk tickler; a sorter, even though it may have to be of home-made variety; a stapler, rubber fingertips, and collection tray. There are several other things, of course, that would be very useful in your teaching of filing. It is hoped that you can add them to your materials and equipment.

UNITED SERVICES

DISTRIBUTIVE TEACHING AIDS

WARREN G. MEYER, Editor
University of Minnesota
Minneapolis, Minnesota

A CHECKLIST FOR RETAIL STORE SELLING

Contributed by F. E. Hartzler, Kansas State Teachers College, Emporia

HOW GOOD IS A SALESPERSON? Most secondary school coordinators must have wondered how good their students really are. Many adult instructors may have asked themselves whether a particular store really needs a sales training program; and if so, in what phase of the sale the salespeople most need training. All of us know what perfection is, but do we know what constitutes a good standard of performance?

The objective of the survey described here was to discover a good standard of performance for retail sales personnel. For this purpose Newman's Department Store in Emporia, Kansas, was selected. This firm employs approximately twenty-five salespeople and has a sales volume of approximately three-fourths of a million dollars a year.

DESCRIPTION OF SURVEY. The shopper selected was a retailing major at Kansas State Teachers College whose physical characteristics were average. Seventy-eight contacts were made and the shopper was not recognized.

The check list below was used by the shopper:

- | | |
|--|--------------------------------|
| I. APPROACH | REACTION TO STATEMENT |
| 1. Service | "I'M JUST LOOKING" |
| 2. Greeting | 1. Silence |
| 3. Personal | 2. Followed closely |
| 4. Acknowledgement needed | 3. Suggested price |
| 5. Acknowledgement not needed | 4. Suggested quality |
| | 5. "Pleased to have you look" |
| II. REACTION TO OBJECTIONS | WHAT SALESPERSON DID |
| 1. Question (why?) | 1. Brought out new merchandise |
| 2. "Yes-but" technique | 2. Lost heart and dropped sale |
| 3. Ignored and passed up customer | |
| III. SUGGESTIONS | |
| 1. Were suggestions made? | |
| 2. Did the salesperson show the suggested merchandise? | |
| IV. CLOSING THE SALE | |
| 1. Was an agreement sentence used? | |
| 2. Did the salesperson close the sale by: | |
| a. Choice of color | e. Wrapping |
| b. Number | f. Assurance |
| c. Delivery | g. Thank you, and come back |
| d. Payment | |
| 3. Did the customer have to close the sale? | |

EDITOR'S NOTE: As an aid to better teaching, the contributor offers a checklist which can be used to survey the sales efficiency of retail sales people. This device can be used in pre-employment classes, as well as cooperative part-time and adult programs.

First, the shopping report was divided into four sections and the shopper was to report on only one at a time. For example, she made twenty-two approaches and reported only on what type of greeting was used and what happened when she said "I'm just looking." This procedure was followed for each of the shopping reports on this phase of the sale to make it easier for the shopper to report accurately what had taken place.

The first report contained twenty-two contacts, which were as follows:

- | | |
|---------------------------------|---------------------------------------|
| Approach | Reaction to "I'm just looking" |
| 1. Service—16 | 1. Silence—10 |
| 2. Greeting—2 | 2. Followed closely—6 |
| 3. Personal—0 | 3. Suggested price—1 |
| 4. Acknowledgement needed—4 | 4. Suggested quality—3 |
| 5. Acknowledgement not needed—0 | 5. "Pleased to have you look"—2 |

The second report contained twenty salespersons' reactions to objections. The results were as follows:

- | | |
|---------------|----------------------------------|
| 1. Question—5 | 3. New merchandise brought out—6 |
| 2. Yes, but—5 | 4. Lost heart—4 |

The third report was on suggestions made by salespersons, with the following results from eighteen reports:

- | | |
|-----------------------|---------------------|
| 1. Suggestion made—10 | 2. No suggestions—8 |
|-----------------------|---------------------|

Among those salespeople making suggestions, eight showed the merchandise and two did not. The kind of suggestions made were as follows:

- | | |
|--------------------|---------------------------|
| 1. Novelty—2 | 3. Special price—1 |
| 2. Related items—5 | 4. Multiple Suggestions—2 |

The fourth report was on closing the sale with the evidence as follows:

- | | |
|----------------------|---------------------|
| 1. Choice of color—5 | 4. Payment—6 |
| 2. Number—4 | 5. Last assurance—1 |
| 3. Delivery—8 | 6. Thank you—12 |

The entire report is based on checking the sales techniques rather than personal appraisals of the quality of service. This was done to avoid personal biases of the shopper. It suggests to us, of course, that there is a tremendous difference between the desired practices and what really happens.

Our opinion of the Newman Department Store shopping report was that with the exception of the approach, the standard performance was good.

After this report had been made, we held one meeting on the approach, suggesting that "Good morning" may be a better approach than "May I help you?" A shopping report was made by another shopper two weeks later and the greeting approach was used seven times out of ten.

(Please turn the page)

A REASONABLE STANDARD. We feel the following represents a good standard for a retail salesperson:

- | | |
|---|-----------------|
| 1. Uses greeting approach | 72% of the time |
| 2. Suggests merchandise | 55% of the time |
| 3. Answers objections | 80% of the time |
| 4. Uses agreement sentence preceding a close | 58% of the time |
| 5. Uses no single closing technique more than | 33% of the time |

It is suggested that if your students reach these standards, they are above average. In promoting an adult class this report plus a short shopping expedition should reveal which areas of selling require training.

Typewriting

(Continued from page 27)

The effective teacher formally evaluates the students' work only after they have had ample opportunity to develop the skill or technique to be learned through adequate practice. The typewriting teacher expects mistakes in early stages of the learning process and allows for a refinement of the skill before grading student achievement. Grading papers before this refinement period has a tendency to cause students to sacrifice good typewriting techniques for perfect work. The latter should not be expected until the terminal stages of the learning process.

Students should be encouraged continually to proofread their copy and to recheck their work against the directions which have been given before handing in

their work. The effective typewriting teacher does not consider the skill of proofreading an incidental by-product of typewriting instruction. He *teaches* proofreading.

IX. Provide an opportunity for the integration of skills in office-like situations as a terminal stage of typewriting instruction.

As a final phase of the typewriting instruction, the typewriting teacher realizes the importance of providing his students with an opportunity to integrate their typewriting skill, their shorthand skill, and their clerical or office practice skills in a cooperative work-experience program, or in its absence, in an office-like setting in the classroom. In the latter case the teacher sheds the role of instructor and assumes the role of employer. Students are given a variety of office projects to finish—some on an individual basis—others in cooperation with their fellow-employees. This phase of instruction serves to bridge the gap between the learning process and its application in employment.

X. Be professional.

The progressive typewriting teacher is ever on the alert for new ideas, new methods, new equipment, and the current demands of business as means of improving his teaching. He advances himself through the reading of and contributing to professional literature, by taking advanced training, by attending workshops,

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by securing actual work experience, and by supporting the professional organizations.

The progressive typewriting teacher also shares with his colleagues the professional responsibility of teacher recruitment by encouraging his good students to investigate business teaching as a career.

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(Continued from page 20)

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Lesson planning for typewriting. James Crawford. 9:14 Jan '55

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(Please turn to page 42)

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The award is to be made to the outstanding graduate of the business education curriculum at each of the teacher-education institutions which are members of the National Association of Business Teacher-Training Institutions.

The UBEA-Smead Award for Outstanding Achievement consists of:

1. A one-year professional membership in UBEA which includes Comprehensive Service—full active privileges in the united associations and the four UBEA Divisions plus a year's subscription to the **BUSINESS EDUCATION FORUM**, **THE NATIONAL BUSINESS EDUCATION QUARTERLY**, bulletins, and special membership releases.

2. A bound volume of the **FORUM** covering the publication year completed in May.

3. A special leather-covered binder for filing issues of the **FORUM** for future reference. The winner's name will be embossed in gold on the cover of the binder.

The sponsors sincerely hope that the award will help teacher-trainers to stimulate professional interest and development through active participation in professional organizations.

Select your candidate early to insure availability of embossed binder and contents in time for your honors day program. Send your nomination to Mr. Hollis Guy, Executive Director, United Business Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

The UBEA-Smead Award for Outstanding Achievement meets a long standing need for an award with a truly professional emphasis. Be sure to take advantage of it. Act now!

members, moderators, and the like. There promises to be an unusually large number of college teachers, many of whom will be accompanied by students who are majoring in business education.

Dr. James William Maucker, president, Iowa State Teachers College, will be the speaker for the Fellowship Luncheon. Dr. Harold C. Abelson, dean, School of Education, City College of New York; and Eugene Miller, associate managing editor, *Business Week*, are the other guest speakers.

Requests for room reservations should be sent directly to the Morrison Hotel, Madison and Clark Streets, Chicago 2, Illinois. It is advisable to make reservations immediately since the American Association of Colleges for Teacher Education, the Association for Student Teaching, and the UBEA Divisions will hold concurrent conventions in the same hotel.

The convention program for NABTTI, UBEA's teacher education division, was published on pages 34, 35, and 36 in the December issue of the **FORUM**. Please turn the page for the remainder of the program which includes the sessions for the other three divisions.

UBEA Salutes . . .

. . . Elvin S. Eyster

Elvin S. Eyster, professor of business administration and business education at Indiana University, received the 1956 John Robert Gregg Award in Business Education. This annual award includes a citation in testimony of the recipient's contribution to business education and a cash gift of \$500, both supplied by the Gregg Publishing Division, McGraw-Hill Book Company, Inc. The purpose of the award is to stimulate, encourage, and reward outstanding contributions to the advancement of business education.

In conferring this year's honor on Dr. Eyster, Bernard Shilt of Buffalo, New York, chairman of the Administrative Committee for the Gregg Award, read the following citation which is inscribed upon a scroll:

"TO ELVIN S. EYSTER—For the many years of inspired leadership that he has given to business education; for his distinguished work in business-teacher education; for his thoughtful and penetrating writings in periodicals, professional publications, and textbooks; for his sympathetic and inspirational guidance to stu-

(Please turn to page 40)

Council to Meet in Chicago

The regular meeting of the National Council for Business Education will be held February 15-17 at the Morrison Hotel in Chicago. The meeting will follow the Joint Convention of UBEA Divisions. Suggestions from members for improving the services of the UBEA and for carrying out the aims of the Association are solicited. Suggestions should be sent to the Executive Director for presentation to the appropriate committee of the Council.

Centennial Celebration

The program is nearly complete for the big Centennial Celebration for Business Education scheduled to be held next summer in Dallas, Texas. The week-long celebration, as announced previously, will open on June 16 with the sixth annual convention of the Future Business Leaders of America and will close with the fifth annual convention of the Mountain-Plains Business Education Association.

Participation continues to be the keynote in the program planning. Scores of group meetings and discussion circles will provide an opportunity for all those present to have a voice in the proceedings. Local planning is going forward in Texas under the leadership of the state association and the convention chairman, Vernon Payne of North Texas State College.

The major equipment and publishing companies will exhibit their new products. This portion of the Dallas meeting will attract many persons who wish to view demonstrations on the latest machines for offices and classrooms.

Complete program information will be available in a later issue of the **FORUM**.

Business Education Program

The National Association of Secondary-School Principals released this month the bulletin which was prepared under the editorial supervision of UBEA. The bulletin contains 150 pages devoted to "The Business Education Program in the Expanding Secondary School." The previous cooperative publication of NASSP and UBEA reached the third printing to supply the tremendous demand for copies. Copies of the current publication can be obtained from NEA Publication Sales, NASSP, or UBEA. The price is \$1.50 a copy.

Preliminary Program

- **National Association of Business Teacher-Training Institutions**
(See December 1956 issue of Forum for Program)
 - **Administrators Division of UBEA** • **UBEA Research Foundation**
 - **International Division of UBEA**
- Morrison Hotel**
Chicago, Illinois

Thursday Morning, February 14

REGISTRATION
Thursday
11:00 a.m.

Members of the United Business Education Association and Guests
(Thursday 11:00 a.m.-5:00 p.m. and Friday 9:00 a.m.-2:00 p.m.)

Thursday Evening, February 14

**ADMINIS-
TRATORS**
Thursday
7:30 p.m.

Administrators Division of UBEA (7:30-9:30 p.m.)

Presiding—PARKER LILES, President, Administrators Division of UBEA

Keynote Address: Administration and Supervision of Business Education on the College Level

Speaker—HAMDEN L. FORKNER, Teachers College, Columbia University, New York City

Moderator of Panel Discussion—LLOYD V. DOUGLAS, Iowa State Teachers College, Cedar Falls

Discussants—HELEN B. BORLAND, University of Colorado, Boulder; THEODORE WOODWARD, George Peabody College for Teachers, Nashville; DEAN R. MALSBARY, University of Connecticut, Storrs; and VERNON V. PAYNE, North Texas State College, Denton.

Friday Noon, February 15

**FELLOWSHIP
LUNCHEON**
Friday
12:00 noon

FELLOWSHIP LUNCHEON (12:00-1:45 p.m.)

Presiding—THEODORE YERIAN, President, United Business Education Association

Address:

Speaker—JAMES WILLIAM MAUCKER, President, Iowa State Teachers College, Cedar Falls

Friday Afternoon, February 15

RESEARCH
Friday
2:15 p.m.

UBEA Research Foundation (2:15-4:00 p.m.)

Presiding—ERWIN M. KEITHLEY, President, UBEA Research Foundation

Briefing on Current Projects:

International Study—DOROTHY VEON, The Pennsylvania State University, University Park

Publications—MARY ELLEN OLIVERIO, Teachers College, Columbia University, New York City

Testing Program—E. C. MCGILL, Kansas State Teachers College, Emporia

Coordination and Integration of Research in Business Education—EARL A. DVORAK, Indiana University, Bloomington

RESEARCH
(Continued)

Circles on the Problem: How the Research Foundation of the United Business Education Association Can Aid in Implementing the Findings of the Seven NABTTI Groups

Circle I. Secretarial Studies

Leader—HARVES RAHE, Southern Illinois University, Carbondale

Circle II. Bookkeeping and Accounting

Leader—WAYNE HOUSE, University of Nebraska, Lincoln

Circle III. Distributive Education

Leader—PETER G. HAINES, Michigan State University, East Lansing

Circle IV. Social Business Subjects

Leader—GEORGE W. ANDERSON, University of Pittsburgh, Pittsburgh, Pennsylvania

Circle V. Student Teaching

Leader—VERNON V. PAYNE, North Texas State College, Denton

Circle VI. Increased Enrollments

Leader—KENNETH ZIMMER, Richmond Professional Institute, Richmond, Virginia

Circle VII. Business Teacher Education Curriculum

Leader—ERWIN M. KEITHLEY, University of California, Los Angeles

International Division of UBEA (4:00-5:30 p.m.)

Presiding—DOROTHY VEON, President, International Division of UBEA

ISBE: A Look at the Future

Moderator—ROBERT E. SLAUGHTER, McGraw-Hill Book Company, New York City

Coordinator of Findings—WILLIAM SAKSON, Hunter College in the Bronx, New York City

Group I. A Look at the Purposes of ISBE

Leader—S. JOSEPH DEBRUM, San Francisco State College, San Francisco, California

Resource Person—ANN L. ECKERSLEY, Teachers College of Connecticut, New Britain

Recorder—GERALD PORTER, University of Oklahoma, Norman

Group II. Looking Ahead to the International Economics Course in Austria, 1957

Leader—ELIZABETH VAN DERVEER, New Jersey State Teachers College, Montclair

Resource Person—HERBERT A. TONNE, New York University, New York City

Recorder—FRANCES REED, High School, Westville, Oklahoma

Group III. A Look at Our Plans for Special Projects

Leader—JANE ANN HARRIGAN, Austin High School, Austin, Minnesota

Resource Person—HAMDEN L. FORKNER, Teachers College, Columbia University, New York City

Recorder—DOROTHY MUNGER, Champaign High School, Champaign, Illinois

**INTER-
NATIONAL**
Friday
4:00 p.m.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATIONS

Alabama Business Education Association
 Arizona Business Educators' Association
 Arkansas Education Association, Business Education Section
 California Business Education Association
 Chicago Area Business Educators' Association
 Colorado Business Education Association
 Connecticut Business Educators' Association
 Delaware Commercial Teachers Association
 Florida Business Education Association
 Georgia Business Education Association
 Greater Houston Business Education Association
 Idaho Business Education Association
 Illinois Business Education Association
 Indiana State Teachers Association, Business Education Sections
 Inland Empire Commercial Teachers Association
 Iowa Business Teachers Association
 Kansas Business Teachers Association
 Kentucky Business Education Association
 Louisiana Business Education Association
 Maryland Business Education Association
 Minnesota Business Education Association
 Mississippi Business Education Association
 Missouri State Teachers Association, Business Education Section
 Montana Business Education Association
 Nebraska Business Education Association
 New Hampshire Business Educators' Association
 New Jersey Business Education Association
 New Mexico Business Education Association
 North Carolina Education Association, Business Education Section
 North Dakota Education Association, Business Education Section
 Ohio Business Teachers Association
 Oklahoma Commercial Teachers Federation
 Oregon Business Education Association
 Pennsylvania Business Educators' Association
 Philadelphia Business Teachers Association
 St. Louis Area Business Education Association
 South Carolina Business Education Association
 South Dakota Business Teachers Association
 Tennessee Business Education Association
 Texas Business Education Association
 Tri-State Business Education Association
 Utah Business Teachers Association
 Virginia Business Education Association
 Washington (Eastern, Central, and Western) Business Education Associations
 West Texas Business Education Association
 West Virginia Education Association, Business Education Section
 Wisconsin Business Education Association
 Wyoming Business Education Association

UBEA REGIONAL ASSOCIATIONS

Southern Business Education Association
 Western Business Education Association
 Central Region of UBEA
 Mountain-Plains Business Education Association

MOUNTAIN-PLAINS REGION

Illinois

The annual convention of the Illinois Business Education Association will be held at the Hotel Sherman in Chicago on April 4-6. Floyd L. Crank and his program committee have planned a program that contains something of interest to each business educator.

The opening session of the convention will feature an address by the Reverend Theodore V. Purcell of Loyola University, who will speak on the topic, "Can the Worker Be Loyal to Both Employer and Union?" Three Illinois business educators — Robert Thistlethwaite, Northern Illinois State College, DeKalb; John Coil, Decatur Senior High School, Decatur; and Don Arnold, Elgin High School, Elgin, will discuss the business curriculum at the junior high school, senior high school, and junior college levels. The panel will be moderated by John A. Beaumont, Chief, Business Education Service, Springfield, Illinois.

A series of demonstrations will be given on Friday morning. They include: "Buying a Car" by Gladys Bahr, New Trier Township High School, Winnetka; "The Use of Job Sheets for Office Practice Classes" by H. B. Bauernfiend, Vocational Technical Institute, Carbondale; "The Use of the Tele-trainer in Business Classes" by C. G. Wilson, Illinois Bell Telephone Company of Chicago; and "Techniques of Teaching Business Writing" by James F. Giffin, Eastern Illinois State College, Charleston.

Friday afternoon's program will be devoted to addresses by Chicago businessmen: "What Every Business Teacher Should Know About Economics," Harold F. Cheadle, Federal Reserve Bank; "What Business Teachers Should Know About Employable Attitudes in Business," F. Ruter, Alden's, Inc.; and "What Business Teachers Should Know About Employable Skills in Business," Dorothy Barnes, Swift and Company.

The Saturday morning session will feature problem clinics concerned with supervision of student teachers, business edu-

cation equipment and layout, teaching the first semester of bookkeeping, teaching transcription, coordination of work programs in distributive education, and problems encountered in one- and two-teacher business education departments.

WESTERN REGION

Arizona

The Arizona Business Educators Association is planning its annual spring convention to be held on Friday and Saturday, April 12 and 13, at Phoenix.

Hamden L. Forkner of Teachers College, Columbia University, will be the featured speaker at the opening session of the convention which will be the Friday night banquet. Alan C. Lloyd and Madeline S. Strony of the Gregg Publishing Division, McGraw-Hill Publishing Company, will round out the list of convention guest speakers.

Officers of the Arizona Business Educators Association are: president, Ralph C. Asmus, Phoenix College; vice president, Herbert Langen, University of Arizona; secretary-treasurer, Dorothy Romans, South Mountain High School, Phoenix; and UBEA representative Mary Calloway, Arizona State College, Tempe.

Montana

Paul O. Rohnke, High School, Augusta, was elected president of the Montana Business Teachers Association at the fall convention held in Helena. Other officers include the vice president, Louis Veraldi, Eastern Montana College of Education, Billings; secretary, Clarice Undhjem, High School, Great Falls; and treasurer, Sharon Pearson, High School, Great Falls.

Mr. Rohnke is the official representative to the UBEA Representative Assembly to be held in Salt Lake City. Robert Langenbach, Montana University, Missoula, UBEA state membership chairman, gave a summary of the WBEA convention held in Seattle. E. A. Miller, High School, Missoula, was chairman of a committee which has completed plans to publish a state newsletter during the year.

SOUTHERN REGION

West Virginia

Rosalee Miller, Glenville High School, Glenville, was elected president of the West Virginia Business Education Association at the annual fall meeting. Other officers include first vice-president, Alberta Anderson, West Virginia Institute of Technology, Montgomery; second vice-president, Bernard Caldwell, Huntington; and secretary-treasurer, Helen Blake, Milton High School, Milton.

Members of the Executive Council are as follows: *Region I*—Nina Steckel, Wheeling High School, Wheeling; *Region II*—Juanita Parker, West Virginia Wesleyan College, Buckhannon; *Region III*—Margaret Tabler, Musselman High School, Bunker Hill; *Region IV*—Gladys Milam, Beekley High School, Beekley; and *Region V*—Freda Paul, Huntington East High School, Huntington.

"Building a Better Business Education Program" was the theme of the program. D. D. Lessenberry, University of Pittsburgh, spoke on "How the Schools and Colleges Can Help." Nathan A. Clark, Acacia Mutual Life Insurance Company, Washington, D. C., discussed "How Business and Industry Can Help."

Florida

The fifth annual work conference of the Florida Business Education Association, presented in cooperation with the General Extension Division of Florida, was concerned with reviewing all phases of business instruction in Florida schools. The conference was held in Lakeland.

Much of the conference was devoted to a final analysis of a new Florida handbook for business teachers, which will soon be distributed to teachers throughout the state. The handbook, sponsored by the State Department of Education, was developed during a summer workshop of business teachers at the University of Florida.

Joseph Young, University of Miami, and John Moorman, University of Florida, served as consultants during the preparation of the handbook. Other workshop faculty advisers included J. Frank Dame, Florida State University, Tallahassee, and Walter R. Williams, Jr., and S. E. Hand, both of the State Department of Education.

During the Lakeland workshop the business educators also heard H. G. Enterline, Indiana University, pinpoint the essentials which should be incorporated into a good teachers' handbook. The con-



SOUTH CAROLINA . . . The Executive Board of the SCBEA met in Columbia on November 2. Officers of the board, seated, left to right, are Caroline McFadden, vice president; Margaret Holliday, past president; Marguerite Hendrix, president; Meta Callahan, secretary-treasurer. Standing are Thelma Gaston, Sumter; Virginia Ellis, Columbia; Alan C. Lloyd (guest); Harold Gilbreth, Winthrop College; Sunnie Hudson, University of South Carolina; Jewelle Hollis, FBLA State Sponsor, Columbia; and Teresa Price, Gilbert.

ferees, some 70 strong, then sat down to a series of work sessions on the material. A final evaluation was given by Dr. Enterline at the close of the conference.

General planning for the 1956 work conference was done by R. C. Griffin, of the General Extension Division of Florida; John Crews, University of Florida; John Hudson, St. Petersburg; and Florence Beever, Jacksonville, president of the association.

Local arrangements were completed by Frances Bartoszek, Lakeland High School. Miss Beever, Dr. Dame, and Dr. Moorman presided at general sessions of the conference. Chairmen and consultants for 12 sectional discussion groups were 24 business education teachers from Florida high schools and colleges.

Alabama

President Z. S. Dickerson, presided at the annual conference of the Alabama Business Education Association. The conference was held at the State Teachers College in Jacksonville.

Lucille Branseomb, UBEA-SBEA State Membership Chairman, summarized the purposes of business education organizations. "The Teaching Profession at Work in the Public Schools" was the topic discussed by John R. McLure, Dean, University of Alabama, at the banquet on Friday evening. Garland Ward, president of the Alabama State Chapter of FBLA, and Billy Lindsey, president of

the Jacksonville College Chapter, gave informal talks on the "Future Business Leaders of America Needs You."

Program chairman for Saturday's session, Roy Stephens of State Teachers College, Florence, invited three businessmen to participate in a panel discussion on "Business and Education Working Together."

Wilson Ashby, University of Alabama, was the moderator for a panel discussion. The discussions featured "Personal Qualifications Desired for a Person to Fit Well Into an Office" by Charles W. White, State Director of Employment, Anniston; "Subject Matter and Skills Expected of High School Graduates" by Winston Brooke, Certified Public Accountant, Anniston; and "Cooperation Between Business and Schools" by Roger J. Milroy, Sales Manager, Lee Brothers' Foundry, Anniston.

During a brief business session, plans were announced for the spring luncheon meeting to be held at the Sixth Avenue Presbyterian Church, Birmingham, on March 29. John Pendery, South-Western Publishing Company, will discuss "Human Relations in Business and Business Education." Betty Jo Peters, International Business Machines Corporation, will narrate "The Right Touch," a film released by IBM.

Reservations for the luncheon may be made by writing to Bonnie Nicholson, Bessemer High School, Bessemer.

South Carolina

Marguerite Hendrix, state president, presided over the fall meeting of the South Carolina Business Education Association. Alan Lloyd, McGraw-Hill Book Company, conducted a typewriting workshop during the morning session.

At the business session, Mrs. Hendrix and Maria Culp, Winthrop Training School, were named delegates to the UBEA Representative Assembly.

Eleanor Patrick, state representative of the UBEA-SBEA, urged members to attend the Southern convention in Asheville and gave an official membership report to the group.

The Beta Alpha Chapter of Winthrop College entertained the association with a tea at the close of the convention.

MOUNTAIN-PLAINS REGION

Texas

New officers of the Texas Business Education Association elected at the fall meeting are president, Virginia B. Long, Southern Methodist University, Dallas; vice president, Woodie Smith, Breckenridge High School, Breckenridge; treasurer, Hazel Bungarner, Decatur Baptist College, Decatur; reporter, Patsy Price, Arlington State College, Arlington; and historian, Zada Wells, Woodrow Wilson High School, Dallas. Loyce Adams, Sam Houston State Teachers College, is the executive secretary of the association.

Lucy Mae Yarnell and Bess Lacy were elected to represent Texas at the UBEA Representative Assembly.

West Texas

Vernon V. Payne, North Texas State College, Denton, was one of the featured speakers at the annual convention of the West Texas Business Teachers Association. He spoke to the group on the latest developments in secretarial practices.

The purpose of the two-day meeting was to assemble area businessmen and business teachers to discuss methods of producing "job-ready" business department graduates who will be able to step into responsible positions in the industries of the area without further on-the-job training.

Sharing the spotlight with Dr. Payne were spokesmen from industry and education. Russell N. Cansler, Northwestern University, was the guest speaker at the opening banquet held at the Lincoln Hotel.

Conferences on accounting, secretarial practice, public relations, and business

writing were held on Saturday. Lawrence Freeman, business writing expert from the University of Oklahoma; W. T. Pickle, cost analyst for Phillips Oil Company; Tom Hurley, educational director for Shell Oil Company; and Dr. Payne were discussion leaders for the sessions.

Olin G. Bell, senior geologist for Humble Oil and Refining Company, was the featured speaker at the closing session. In summarizing his remarks, Colonel Bell said he felt that teachers and students could gain a more perfect understanding of business if they would seek employment during summer vacations with business or industry.

New officers of the association are: President, Helen Cole, Midwestern University, Wichita Falls; vice president, Lucy Mae Yarnell, West Texas State College; and secretary-treasurer, Lois Knight, Wichita Falls. Bess Perryman, retiring president, was named public relations director.

South Dakota

New officers of the South Dakota Business Education Association elected at the fall meeting are the president, Lillian Simonette, Huron High School, Huron; vice president, Marvin Schamber, Alexandria High School; secretary, H. F. Spiry, Mobridge; and treasurer, Frances Miiller, High School, Beresford.

Delegates to the UBEA Representative Assembly are Lillian Simonette, president of the state association, and Frances Miiller, UBEA-MPBEA state chairman.

A discussion was held at the business session on "What Can Be Done to Help Classroom Teachers in South Dakota." It was suggested that a speakers bureau be set up whereby speakers for various business education meetings throughout the state could be secured.

North Dakota

New officers of the North Dakota Business Education Association for the year 1956-57 are the chairman, Art Nelson, Minot State Teachers College, Minot; vice chairman, Alan Brown, Bismarck Junior College, Bismarck; secretary, Mabel Hartje, Jamestown High School, Jamestown; and treasurer, Jean Jacobson, Grafton High School, Grafton.

Herbert Schimmelfinnig, Mohall High School, was elected North Dakota representative to the Mountain-Plains Business Education Association.

The officers were elected at the fall meeting held in Grand Forks.

Oklahoma

Approximately 150 business teachers attended the fall meeting of the Oklahoma Business Education Association held in Oklahoma City.

The morning session included a series of panels. Leona Dale Hulet of Oklahoma City University, and Raymond White of University of Oklahoma, participated on the shorthand panel. Gordon Culver, Oklahoma A and M College, Stillwater, served as chairman of the panel on general business. Wanda Lee May, U. S. Grant High School, Oklahoma City, and Lloyd Edwards, Oklahoma City University, were co-panelists. J. C. Hicks was chairman of the panel on typewriting. Serving with him were Mildred Lawrence, McAlester High School, and Carl McCoy, Southeastern State College, Durant. Chairman of the book-keeping group was Elsie Null, Oklahoma College for Women, Chickasha. William W. Ward, Southwestern State College, Weatherford, and Lloyd Garrison, Oklahoma A and M College, Stillwater, were panel members.

Della A. Schooling, president, presided over the business session. S. J. Wanous, University of California, addressed the group on "The Positive Approach in Business Education."

New officers elected at the meeting are the president, Ed Silverthorn, Oklahoma A and M College, Stillwater; vice president, Gerald Porter, University of Oklahoma, Norman; and secretary-treasurer, Gene Loftis, Northwest Classen High School, Oklahoma City.

Ralph Reed, UBEA-MPBEA State chairman, and Ed Silverthorn were elected as delegates to the next UBEA Representative Assembly.

Colorado

Sessions of the Colorado Education Association, Business Education Section, were held on October 25 and 26. The speaker at each of the meetings was Earl Rinker, Vice President in Charge of Personnel and Public Relations, Gates Rubber Company, Denver. Mr. Rinker spoke on "The Partnership of Education and Business." Air transportation made it possible for the guest speaker and the state president, F. Kendrick Bangs, to attend the three meetings which were held in Grand Junction, Denver, and Pueblo.

The Western Division held a breakfast meeting in Grand Junction. At the business session, the following officers were elected: Chairman, Rex Raney, Delta High School; vice chairman, Enid Smale, Western State College, Gunnison; and

secretary-treasurer, James Bosley, Basalt High School.

The Southern Division held a buffet dinner meeting in Pueblo. The new officers are as follows: Chairman, Lucy Morehead, LaJunta High School; vice chairman, Geraldine Proctor, Centennial High School, Pueblo; and secretary-treasurer, Deane Carter, Pueblo College.

The Eastern Division met in Denver. Officers elected for next year are: Chairman, Roland Waterman, Colorado State College of Education, Greeley; vice chairman, R. W. Christy, Aurora High School; and secretary-treasurer, Joyee Bower, Manual High School, Denver.

The officers of the three divisions are members of the Board of Directors for the Colorado Business Education Association.

NEA CENTENNIAL CORNER

This month, the National Education Association embarks on a year-long celebration in observing the Centennial anniversary of the organized teaching profession in America—the founding of the NEA in 1857. A Centennial Commission composed of 24 lay and professional leaders selected the theme, "An Educated People Moves Freedom Forward."

The Centennial program is based on the assumption that teachers and citizens are partners in the job of providing good schools for the boys and girls in America. While the NEA is interested in publicizing its own role in the development of the schools, it recognizes that all citizens have their part and are actually joined with teachers in responsibility for the schools. Many business and professional groups will feature schools in their 1957 programs.

NEA's Centennial Celebration offers an unusual opportunity for business education, directly through the UBEA or through the local associations of Classroom Teachers, to publicize its own role in the development and responsibility for the schools. Whatever means business educators use that calls favorable attention to the schools, historically as well as currently, will serve the objectives set up by the NEA Centennial Commission.

Business teachers and businessmen interested in obtaining materials suitable for local programs or other information concerning the Centennial Celebration, should address their requests to the United Business Education Association, NEA Educational Center, Washington 6, D. C.

EASTERN REGION

Pennsylvania

The Pennsylvania Business Educators Association met in Harrisburg on December 28, with the president, Renetta Heiss, presiding. The speaker was Clarence G. Enterline of Elizabethtown College. His topic, "You and Your Work," stressed the importance of improved professional responsibility in business education.

At this meeting, the association decided to sponsor one of the contests of the Pennsylvania State FBLA Chapter. Betty Hutchinson, Collingdale High School, chairman of the State FBLA committee, was authorized to select the contest, choose the award, and administer the contest at the State Convention.

For the first time, a legislative committee has been appointed. Thomas Martin of Bloomsburg State Teachers College is chairman. The committee has the responsibility to develop a legislative program through which each business education department in Pennsylvania will benefit.

Officers elected at this meeting are as follows: president, Kenneth Shultz, William Penn High School, York; first vice-president, Thaddeus H. Penar, Grove City College, Grove City; second vice-president, Gladys Worth, Scott High School, Coatesville; secretary, Edith Fairlamb, Reading High School, Reading; treasurer, William Whitely, Reading High School, Reading; and editor, PBEA, Betty Hutchinson, Collingdale High School, Collingdale.

Tri-State

New officers of the Tri-State Business Education Association were elected at the recent meeting. They include Robert L. Grubbs, University of Pittsburgh, president; Robert E. Lynch, Senior High School, Johnstown, first vice-president; Margaret L. Winch, Taylor Allderice High School, Pittsburgh, second vice-president; Sue L. Redcay, Robert Morris School, Pittsburgh, secretary; and Athena A. Saphos, Oliver High School, Pittsburgh, treasurer.

Members of the Board of Directors are Helen L. Widener, Bellefield Girls' Vocational High School, Pittsburgh, past president; Virginia L. Becker, Senior High School, Brownsville; Geraldine Dickinson, Allegheny High School, Pittsburgh; F. F. Sanders, Board of Education, Pittsburgh; and Raymond F. Makowski, High School, Aspinwall; and the current officers.

UBEA Salutes

(Continued from page 35)

dents, particularly at the graduate level, in helping them to reach new heights in business-education research; for his energetic participation and leadership in associational activities in business education; for his excellence as a classroom teacher and as a public speaker; for his untiring and effective efforts in behalf of basic economic education for all citizens; for his outstanding contributions in the field of guidance and curriculum development; for the credit he has reflected on business education through his stature as a man of character, of integrity, of vision, of deep human warmth, and of genuineness; for his immeasurable influence for good on business education in general and on the lives of thousands of students and teachers in particular; and for his personal sincerity and devotion to business education, which have endeared him to all who know him."

UBEA salutes Dr. Eyster for this and other honors bestowed upon him in recognition of his services to business education. He is a charter member of UBEA and was president of the Administrators Division of UBEA from 1951 to 1953. Currently, Dr. Eyster represents NABTTI, the Teacher Education Division of UBEA, on the Coordinating Committee on Collegiate Problems of Teacher Education. He was elected chairman of this committee at the meeting held in Washington, D. C.

Modern Teaching Aids

(Continued from page 23)

Monroe Calculating Machine Company, Inc.
Orange, New Jersey
National Cash Register Company
Main and K Streets, Dayton 9, Ohio
New York Stock Exchange
11 Wall Street, New York 5, N. Y.
Pittsburgh Plate Glass Company
632 Duquesne Blvd., Pittsburgh 22, Pa.
Remington Rand, Division of Sperry Rand
315 Fourth Avenue, New York 10, N. Y.
Reynolds Metal Company
Louisville 1, Kentucky
R. J. Reynolds Tobacco Company
Winston-Salem, North Carolina
Royal Typewriter Company
Port Chester, New York
W. A. Shaeffer Pen Company
311 Avenue H, Port Madison, Iowa
Shell Oil Company
50 West 50th Street, New York 20, N. Y.
Shick, Incorporated
Lancaster, Pennsylvania
Sinclair Oil Corporation
600 Fifth Avenue, New York 20, N. Y.
Standard Oil Company (Indiana)
P. O. Box 5910-A, Chicago 80, Illinois
Swift and Company
Union Stock Yards, Chicago 9, Illinois
Underwood Corporation
One Park Avenue, New York 10, N. Y.
United States Rubber Company
Rockefeller Center
1230 Avenue of the Americas,
New York 20, N. Y.
United States Steel Corporation
71 Broadway, New York 6, N. Y.

Regulations—FBLA National Convention

The following general regulations will apply to the annual FBLA convention. They have the approval of the National Board of Trustees and of the sponsoring organization, the United Business Education Association (NEA).

1. The convention is open only to state delegates, chapter representatives, chapter members, sponsors, and chaperons. Applications for registration must be endorsed by the chapter's sponsor or principal of the school.

2. All students, sponsors, and chaperons must register in advance of the convention, if possible, and upon arrival report to the FBLA registration desk for credentials.

3. Students and chaperons must be housed in the convention hotel. Any student who desires to stay with relatives in the convention city must submit, with his registration form, a statement signed by his parents and a school authority.

4. Each state chapter may send two voting delegates. Each local chapter in good standing with a membership under 50 is entitled to 2 representatives. A membership between 50 and 100 entitles the chapter to 3 representatives. Chapters with more than 100 members are entitled to 4 voting representatives. The only restriction as to the number of members in attendance is that the group must have an adequate number of chaperons.

5. Any state chapter which wishes to send recommendations or resolutions for the consideration of the delegates and representatives should prepare two copies and mail them to the Executive Director before May 1.

6. Each state delegate and official representative of local chapters will be expected to attend and participate in the group meetings as well as general sessions.

7. A chapter sponsor or adult approved by the school must accompany each group (not each individual). The sponsoring organization cannot be responsible for students attending the convention, but it will assume the responsibility of providing a wholesome program of activities.

8. No resolutions will be passed and no action will be taken which will obligate any delegate or school in any way. Resolutions and actions taken will be subject to approval of the Executive Board of the United Business Education Association (NEA).

9. The following general regulations shall govern the nomination and election of the National FBLA officers. Each nominee must have filed with the Executive Director for delivery to the National Committee and Board of Trustees a written statement setting forth his qualifications. He shall have attached to the statement the recommendations of his local chapter sponsor, Chairman of the State FBLA Committee, and his high school principal or college department head. The applicant's written statement and the recommendations must be routed via the local chapter sponsor and the Chairman of the State FBLA Committee, and delivered to the Washington office not later than May 1.

10. Each State chapter will be expected to give a 5-minute progress report at the convention.

A number of awards will be presented at the convention. In some events as many as eight awards will be made to the top competitors. The classifications are:

1. The local chapter that submits the best annual chapter activities report. The Hamden L. Forkner Trophy is awarded each year in this event.
2. The local chapter that reports the most original project.
3. The local chapter that "tops" all chapters in membership by Regions.
4. (a) The local chapter in each Region that reports the greatest number of new chapters installed by its team during the current school year.
(b) The state chapter in each Region that reports the greatest number of new chapters installed during the current school year.
5. (a) The local chapter that has the largest attendance at the convention.
(b) The state chapter that reports the largest attendance at the convention.
6. (a) The local chapter that presents the best exhibit at the convention.
(b) The state chapter that presents the best exhibit at the convention.
7. The state chapter that presents the best annual report.
8. The state chapter presenting the winner in the "Parliamentary Procedures Contest." This event is limited to secondary school entries.
9. The local secondary school chapter presenting the winner of the "Mr. Future Business Leader" title.
10. The local secondary school chapter presenting the winner of the "Miss Future Business Leader" title.
11. The local college or university chapter presenting the winner of the "Mr. Future Business Executive" title.
12. The local college or university chapter presenting the winner of the "Miss Future Business Executive" title.
13. The state chapter presenting the winner in the "National Spelling Relay." This event is open to a team composed of one, two, or three persons from each state. It is limited to secondary school entries.
14. The state chapter presenting the winner in the "National Vocabulary Relay." This event is open to a team composed of one, two, or three persons from each state. It is limited to college and university chapter members.
15. The state chapter presenting the winner in the "National Public Speaking Contest." This event is limited to secondary school entries.

Gold-Seal Chapters

Gold-Seal Certificates are awarded by the United Business Education Association to local chapters with outstanding programs that contribute to better education for business. The selection of award winners is based on chapter projects that (1) carry out the purposes of FBLA, (2) presentation of annual reports, (3) business-like reports and correspondence in dealing with both the State Chapter and the National FBLA organization, (4) participation in FBLA conventions, and (5) recommendations of the chairman of the State FBLA Committee.

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Selected References

(Continued from page 33)

- Teaching aids in business education are realistic. Mary Bell. 6:7 Jan '52
- Teaching aids in secretarial subjects. Sigrid M. Johnson. 6:23 Jan '52
- Teaching aids on family security. Education Division, Institute of Life Insurance. 5:32 Dec '50
- Teaching device. Rachel A. Johnson. 8:31 May '54
- Teaching methodology for advanced business training. Lloyd V. Douglas. 3:31 Mar '49
- Teaching the preparation of a balance sheet in bookkeeping. Earl Clevenger. 7:30 Dec '52
- Teaching typewriting techniques by slide films. Arthur F. Neuenhaus. 3:29 Jan '51
- The lesson plan as a teaching aid (editorial). Lewis R. Toll. 9:6 Jan '55
- The motion picture in business education. Mabel Z. Allen. 7:16 Jan '53
- The overhead projector in business education. Fred E. Winger. 7:9 Jan '53
- The resource file as an aid in individual instruction in distributive education. William B. Logan. 8:26 Apr '54
- The silent E in light and sound. Edward T. Burda. 7:33 Mar '53
- The use of colored chalk in teaching bookkeeping. Henry Harry Jasinski. 10:25 Dec '55
- Use plenty of aids in the business machines class. L. A. Roberts. 9:32 Nov '54
- Use of modern teaching aids in a simplified cooperative part-time training program for secretarial students. Dorothy Helene Veon. 3:31 Jan '49
- Using community resources in secretarial practice. Eleanor Tubbs. 4:31 May '50
- Using community resources in teaching retailing. Alwin V. Miller. 10:25 Apr '56
- Using textbooks and related teaching aids. M. Herbert Freeman. 8:15 Jan '54
- Using the opaque projector in business education. Brother Philip Harris, O.S.F. 7:12 Jan '53
- Utilizing community resources for curriculum enrichment. Graydon C. Wagner. 5:13 Jan '51
- Utilizing community resources in teaching sales letter writing. Hugh W. Sargent. 7:35 May '53
- Visual aid for shorthand speed. Gladys D. Roscoe. 4:31 Dec '49
- Visual aids tell the transportation story. Lewis R. Toll and Peggy Gemar. 9:28 Apr '55
- Visualizing the balance sheet. Robert J. Thompson. 5:22 Jan '51
- Voice recorder as a teaching aid in shorthand. Irene Place and Frank Lanham. 4:32 Oct '49
- Wall street invades Niles Township. Ada Immel. 3:13 Feb '49
- Wire recorder—a modern teaching aid. Mildred H. Hiehle. 3:13 May '49

Bookkeeping

(Continued from page 28)

Finally, we must agree that there are teaching aids all around us and all we have to do is to recognize them and use them. Some of the many teaching aids that are available and were discussed in this article are textbooks, workbooks, chalkboards, lesson plans, and free materials. The use of student participation is second only to a good teacher as the ultimate in teaching aids. If all the teaching aids discussed here are used, the learning of bookkeeping can become an interesting and inspiring experience for all.

PARTIAL LIST OF UBEA PUBLICATIONS

NEEDED RESEARCH IN BUSINESS EDUCATION. Research Foundation of the UBEA. This publication was prepared to aid the graduate student who is searching for a research problem, and for other workers in business education who plan to conduct independent investigations. \$1 a copy.

FBLA CHAPTER HANDBOOK. Future Business Leaders of America. A handbook designed for use as a guide by business teachers and students in organizing and operating chapters of this national organization for young adults who are preparing for careers in business. Includes suggestions for organizing, selection of projects, preparation of constitution, installation, assembly programs, directory of state and local chapters, and other information concerning the FBLA organization. \$1.50 a copy.

BOOK OF MONEY MAKING PROJECTS. Future Business Leaders of America. More than ninety per cent of FBLA chapters conduct group projects, the principal purpose of which is to raise money to support their activities. Recently each chapter reported its "top" money-making project to the FBLA National Headquarters. The FBLA Book of Money Making Projects is a description of more than 100 of these "business ventures" well organized and arranged according to type of activity. Projects described may be adapted for use of other school clubs. This publication sells for \$1.50 a copy.

NATIONAL BUSINESS ENTRANCE TESTS. Joint Committee on Tests. You can organize a NBETests Center for education and business in your community. The NBETests certificate testifies to the qualifications of the holder to enter business employment. Plan now to participate in this non-profit service to business and education. Write for brochure and prices.

STUDENTS TYPEWRITING TESTS. UBEA. Designed for use with any textbook. Measures the attainment of your students on marketable productivity rather than certain accomplishments of speed goals. National norms established by the UBEA Research Foundation now enable you to compare the achievement of your students with those of other teachers of typewriting. Write for quotation on quantity orders. Specimen set (1 copy of each test, Vol. XIII) \$1.

BULLETIN 64. National Association of Business Teacher-Training Institutions, a Division of UBEA. "Suggested Guidance Practices for Business Teacher Recruitment." This bulletin, a cooperative project of NABTTI and DPE, offers specific guidance practices that can be utilized by high school teachers, counselors, supervisors of business education, and professional organizations interested in helping with the business teacher recruitment program. An excellent list of references on teacher recruitment is included. \$1 a copy.

Note: NABTTI Bulletins published since 1951 with odd numbers are incorporated in the December issues of **THE NATIONAL BUSINESS EDUCATION QUARTERLY**. The numbers and titles are:

- 55—Challenges for Better Business Teacher Education. December 1951. \$1 a copy.
- 57—An Appraisal of the Business Teacher Education Program. December 1952. \$1 a copy.
- 59—Evaluating the Business Teacher Education Programs. December 1953. \$1 a copy.
- 61—Evaluation and Measurement of Student Teaching. December 1954. \$1 a copy.
- 63—The Business Teacher Education Curriculum. December 1955. \$1 a copy.

THE BUSINESS EDUCATION PROGRAM IN THE EXPANDING SECONDARY SCHOOL. UBEA-NASSP. A "must" for the professional library of every business teacher. Prepared in cooperation with the National Association of Secondary-School Principals. This publication describes the characteristics of a good business education program all the way from housing, equipment, and teaching aids to the evaluation of effectiveness of teaching the various subjects and the contributions to general education, vocational competence, and community relationships. The price is \$1.50 postpaid.

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